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ABSTRACT

This report summarizes the 1989-90 State Performance Reports for the Chapter 1 Basic Grants to Local Educational Agencies (LEAs) and the Chapter 1 State Agency Neglected or Delinquent Program. The Neglected or Delinquent Program served youths in state-operated adult and juvenile correctional facilities and facilities for neglected children. The report used information submitted by the states to the U.S. Department of Education. Some of the findings include: (1) overall participation rates are increasing particularly in the secondary grades; (2) nearly 75 percent of program participants were instructed in reading and 50 percent in mathematics; (3) almost one-half of the staff funded by Chapter 1 were teachers; (4) non-Hispanic Whites were the largest proportion of participants at 42 percent; (5) 1,264 schoolwide projects were reported; (6) for Chapter 1 students tested in reading and mathematics, posttest scores were higher than pretest scores at every grade level; (7) nationally, 18 percent of Chapter 1 schools were identified for program improvement; (8) allocations for the Chapter 1 LEA program totaled approximately $4 billion, a 5 percent increase over the previous year; (9) in the Neglected or Delinquent Program 64 percent of the participants were delinquents, 32 percent were in the adult correctional system, and 4 percent were classified as neglected. Seventy tables and 16 figures display the report data. (JB)

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A SUMMARY OF STATE CHAPTER 1 PARTICIPATION AND ACHIEVEMENT INFORMATION -- 1989-90

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U.S. Department of Education

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The views expressed in this report developed under contract to the U.S. Department of Education do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

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We are also grateful to the Chapter 1 Coordinators in each State for their cooperation and assistance in verifying the information submitted on the State Performance Reports for 1989-90.

Several members of the Westat staff deserve our special recognition, including Julie Daft for assistance in proofing the report and Saunders Freeland for her expert typing of this report.

EXECUTIVE SUMMARY

BACKGROUND

Chapter 1 represents the single largest investment in elementary and secondary education by the Federal government. This Federal aid program was funded in 1989-90 at over $4.5 billion. Since the passage of the authorizing legislation in 1965, more than $60 billion--87 percent of which was distributed under the Chapter 1 Basic Grants to Local Educational Agencies (LEAs) program--has been distributed to public school districts; about 90 percent of districts nationwide receive Chapter 1 funding.

What is now Chapter 1 evolved from landmark legislation, the Elementary and Secondary Education Act (ESEA) of 1965, which was the first major piece of legislation enacted as part of President Lyndon Johnson's War on Poverty. Title I of ESEA was the beginning of Federal aid to the nation's elementary and secondary schools. The intent of Title I was to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families so that the schools could expand and improve their educational programs.[1] The original ESEA Title I legislation was also the first major piece of social legislation to require an evaluation.

Enacted in 1967 as part of Chapter 1 of ESEA was the Formula Grants to States for Neglected or Delinquent Children program (State N or D). The purpose of this program was to provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions. The State N or D program has been included as part of all Title I legislation ever since.

In 1981, Title I was replaced by Chapter 1 of the Education Consolidation and Improvement Act (ECIA), which retained the basic intent of Title I but in a simpler, more flexible manner.

The Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) repealed Chapter 1 of ECIA and made a number of important changes to Title I of ESEA. The amendments mandated accountability for student outcomes, created or strengthened mechanisms for involving local practitioners in State-level decisions and involving parents in the educational program, and required stronger coordination between Chapter 1 and other instruction within the schools.

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[1] Funds are first distributed to counties based primarily on counts of low-income children. The State is then responsible for allocating the funds to local districts based also on counts of low-income children. At the district level, schools are selected for Chapter 1 services based on their relative poverty levels; however, within eligible schools, services are delivered on the basis of children's educational rather than economic needs.

CHAPTER 1 EVALUATION REQUIREMENTS

Evaluation requirements have been part of the Title I/Chapter 1 law since its inception, but States were not required to report to the Federal government in a uniform way until 1979. Beginning with the 1979-80 school year, each State educational agency (SEA) compiled reports from each of its public school districts, or an approved representative sample of its districts, and submitted a State report (known as the State Performance Report) to the U.S. Department of Education (ED).[2] The State Performance Report used for the 1989-90 school year is the second to incorporate the new provisions of P.L. 100-297.

Under the revised form, beginning with the 1988-89 school year, States are required to submit the following information annually to ED:

The Chapter 1 LEA Program

- the number of school districts receiving basic and concentration grants;
- the number of schools operating Chapter 1 programs;
- the number of public and nonpublic students eligible to participate in Chapter 1;
- the number of Chapter 1 participants by gender, racial/ethnic classification, and year of birth;
- the number of public, nonpublic, and local neglected or delinquent (N or D) participants by grade;
- the number of participants who are handicapped or limited English proficient;

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[2] If a State sampled its school districts for reporting participation and staffing information, the inclusion or exclusion of districts in any reporting year may account for fluctuations in the figures from year to year. The 1986-87 school year was the last year that any States reported participation and staffing information based on a sample of school districts.

- the number of public, nonpublic, and local N or D participants by type of instructional and supporting services received;
- the number of full-time equivalent (FTE) staff funded by Chapter 1 by category;
- the number of school districts and schools subject to school program improvement provisions;
- the number of schools operating schoolwide projects;
- the number of school districts operating innovation projects;
- achievement information in reading, mathematics, and language arts for an annual test cycle; and
- achievement scores for more advanced skills for reading and mathematics.

The Chapter 1 State Agency Neglected or Delinquent (N or D) Program

Number of participants:

- by gender;
- by age span by institutional designation (neglected, delinquent, and adult correctional);
- by service area by institutional designation;
- by race/ethnicity; and
- eligible for and receiving services.

SUMMARY OF DATA SUBMITTED ON THE 1989-90 STATE PERFORMANCE REPORTS

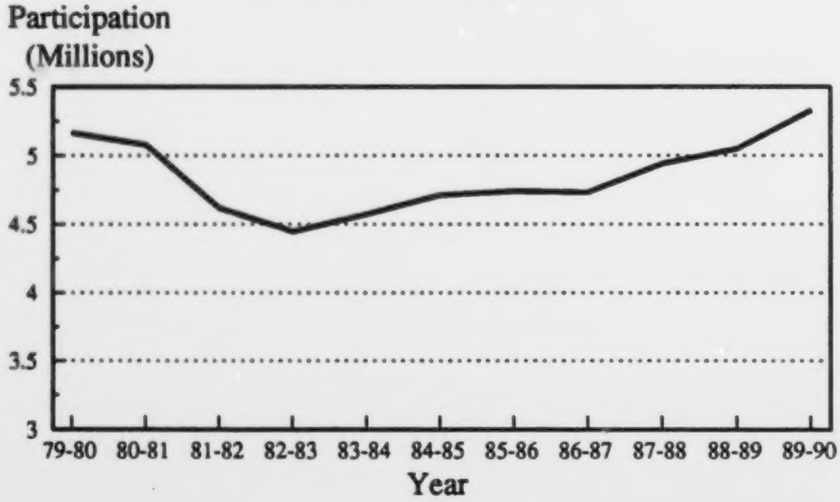
This report summarizes the 1989-90 State Performance Reports for the Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program.[3,4]

CHAPTER 1 PARTICIPATION PATTERNS

Overall Participation Patterns

- After earlier declines in the number of students participating in Chapter 1 (1980-1983), participation has consistently increased to a level of 5.3 million students (5,014,634 public, 151,948 nonpublic, and 161,255 local N or D). This total exceeds the previous high of 5.1 million participants reported in 1979-80.

The Chapter 1 LEA Program -- Total Participation 1979-80 through 1989-90



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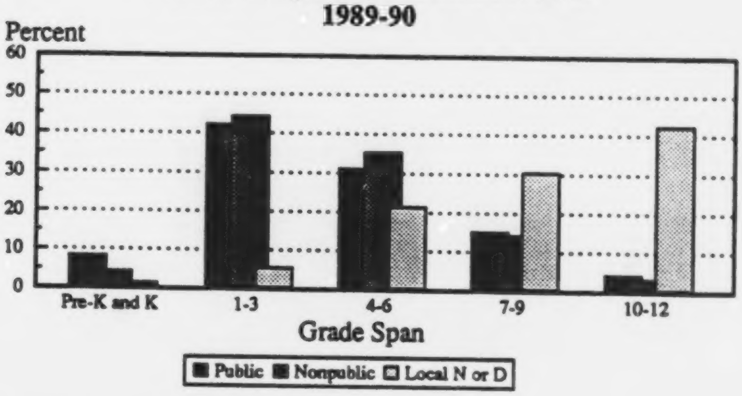
[3] State performance reports were received from the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs.

[4] The Chapter 1 State Neglected or Delinquent program, administered through State corrections and youth agencies, serves youths in State-operated adult and juvenile correctional facilities and in facilities for neglected children. The State N or D program differs from the local N or D program, in which local and privately operated corrections and juvenile facilities receive services through LEAs.

Grade-Level Participation

- In 1989-90, public and nonpublic student participation was concentrated in the elementary grades, and local N or D participation was primarily in the secondary grades.

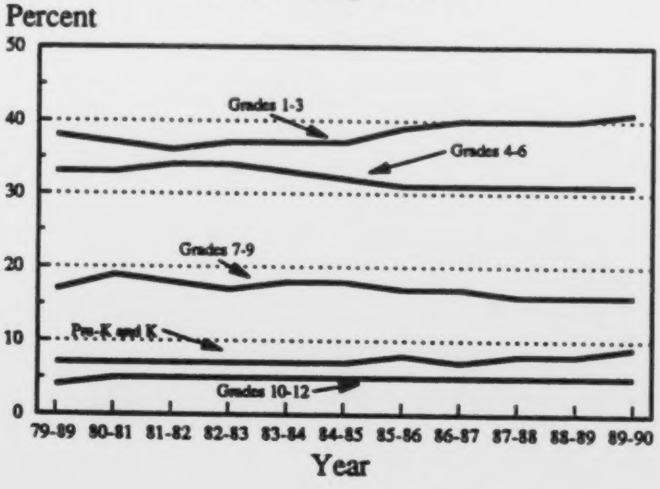
Chapter 1 Participation by Grade Span
Public, Nonpublic, and Local N or D
1989-90



Total 1989-90 Participation = 5,327,837

- The distribution of participants by grade span has remained virtually unchanged over the last eleven years, while the overall participation has increased substantially since 1982-83.

Percent of Chapter 1 Participants, by Grade Span
1979-80 through 1989-90

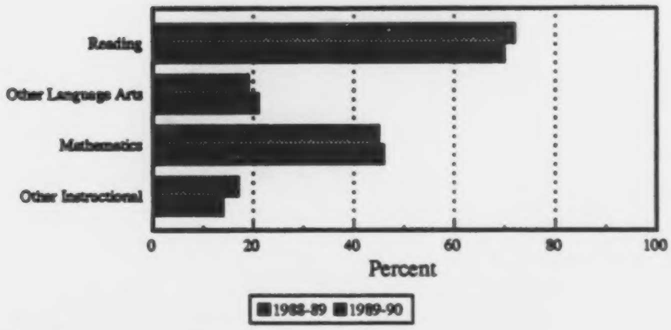


CHAPTER 1 SERVICE PATTERNS

Instructional Services

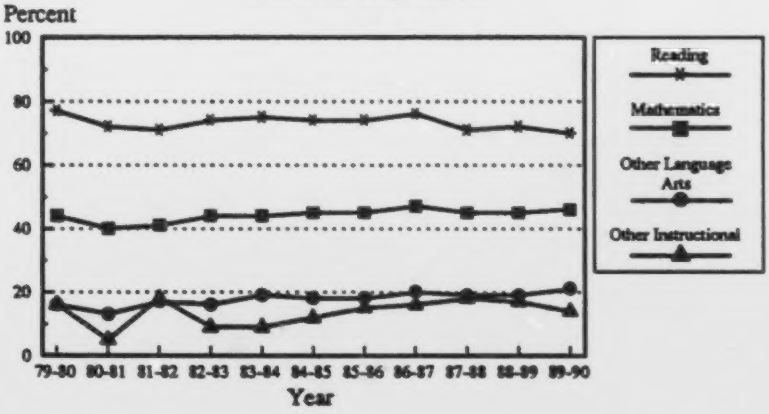
- During 1989-90, nearly three-quarters of Chapter 1 participants received instruction in reading, and almost one-half received instruction in mathematics. Service patterns have remained fairly constant over the eleven-year period, although the category of other instructional services has shown some fluctuation from year to year.

Percent of Chapter 1 Participants
Served by Instructional Service Area
1988-89 and 1989-90



Total Participants 1988-89 = 5,046,873
Total Participants 1989-90 = 5,327,837

Percent of Total Chapter 1 Participants Served
by Instructional Service Area
1979-80 through 1989-90

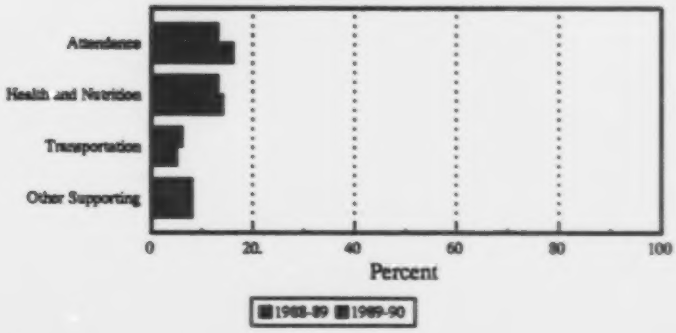


Supporting Services

- As in past years, in 1989-90 fewer participants received supporting services than received instructional services. In 1989-90, 16 percent of Chapter 1 participants received attendance, social work, and guidance services, and 14 percent of participants received health and nutrition services.

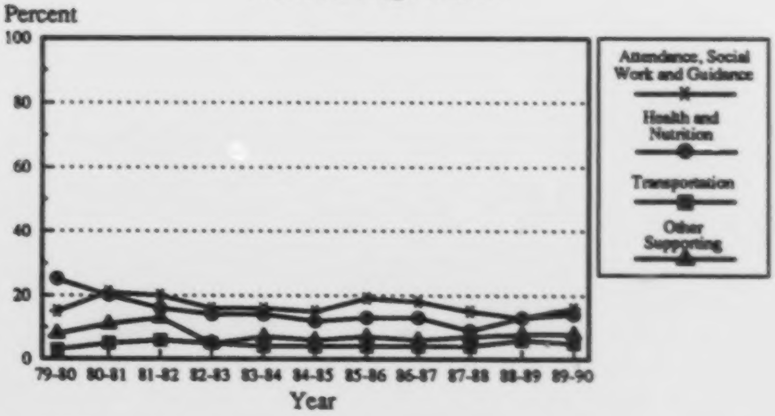
- The percentage of Chapter 1 students receiving supporting services has shown more fluctuations over the eleven-year period than the percentage of participants receiving instructional services. Health and nutrition services have shown the most marked decrease.

Percent of Chapter 1 Participants
Served by Supporting Service Area
1988-89 and 1989-90



Total Participants 1988-89 = 5,046,873
Total Participants 1989-90 = 5,327,837

Percent of Total Chapter 1 Participants Served
by Supporting Service Area
1979-80 through 1989-90

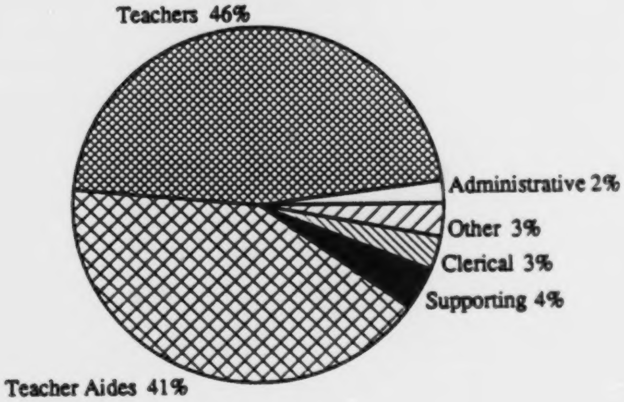


CHAPTER 1 STAFFING PATTERNS

Staff Composition

- Almost one-half of the staff funded by Chapter 1 in 1989-90 were teachers. Teachers and teacher aides constituted 87 percent of the total staff funded by Chapter 1 dollars.

Chapter 1 FTE Staff by Classification
1989-90

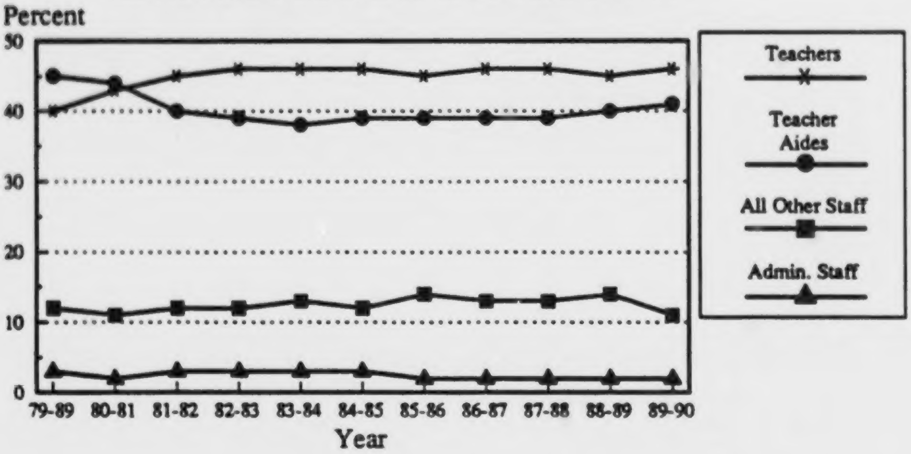


Total FTE Staff = 149,307
Percents may not add to 100 due to rounding.

Eleven-Year Trends

- The percentage distribution of staff across categories has fluctuated little since 1981-82.

Chapter 1 FTE Staff by Classification
Teachers, Teacher Aides, Administrative Staff,
and All Other Staff, 1979-89 through 1989-90



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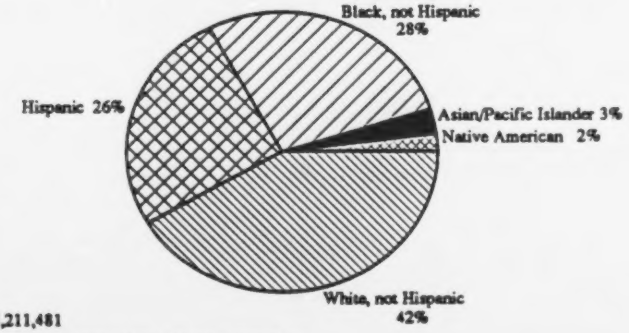
CHARACTERISTICS OF CHAPTER 1 STUDENTS

Racial/Ethnic Classification

- In 1989-90, 42 percent of the Chapter 1 participants were white, not Hispanic.

Chapter 1 Participants by Racial/Ethnic Classification 1989-90

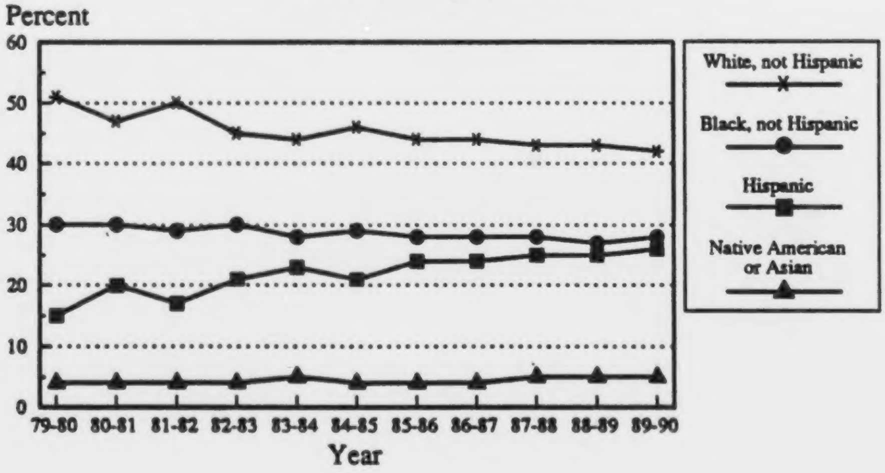


Total = 5,211,481

Note: Percents may not add to 100 due to rounding. The total represents the total number of participants for whom data were reported.

- In the eleven-year period from 1979-80 through 1989-90, the percentage of Hispanic Chapter 1 participants has increased from 15 to 26 percent, while the percentage of white, not Hispanic Chapter 1 participants has decreased from 51 to 42 percent.

Percent of Total Chapter 1 Participants by Racial/Ethnic Classification 1979-80 through 1989-90



Gender

- Fifty-five percent of Chapter 1 participants were male.

Participants with Disabilities and Limited English Proficiency (LEP)

- In 1989-90, 48 States and the Bureau of Indian Affairs reported the number of students with disabilities served. Among these States, 5 percent of their Chapter 1 participants were classified as having disabilities.

- Forty-seven States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of LEP students served. Among these States, 14 percent of their Chapter 1 participants were classified as limited English proficient.

Percent of Eligible Students Served[5]

- Forty-six States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of public students eligible, and 42 States, the District of Columbia, and Puerto Rico reported the number of nonpublic students eligible for Chapter 1.

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[5] The number of public and nonpublic students eligible to participate in Chapter 1 includes public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged as defined by local standards (i.e., children whose educational attainment is below the level that is appropriate for children of their age).

Section 1013 of Chapter 1 and §200.30 of the regulations require an LEA to conduct its projects in attendance areas selected on the basis of an annual ranking of all eligible attendance areas. Eligible Chapter 1 attendance areas are those with high concentrations of children from low-income families.

Section 1014 of Chapter 1 and §200.31 of the regulations require an LEA to conduct an annual assessment of educational needs that identifies educationally deprived children in all eligible attendance areas. "Educationally deprived children" means children whose educational attainment is below the level that is appropriate for children of their age.

services. Among these States, 59 percent of public and 65 percent of nonpublic students eligible to participate in the Chapter 1 program were receiving services.

SCHOOLWIDE AND INNOVATION PROJECTS

- A total of 1,264 schoolwide projects were reported from among the 38 States and the Bureau of Indian Affairs reporting data in 1989-90.
- Twenty-five States and Puerto Rico reported the number of innovation projects underway in LEAs in 1989-90. Across these States, 205 LEAs were reported as operating innovation projects.

ACHIEVEMENT INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

Number of States Reporting

- Forty-four States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills reading achievement data and 44 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills mathematics data. Annual advanced skills achievement data were submitted by 38 States, the District of Columbia, and the Bureau of Indian Affairs in reading comprehension and by 43 States, the District of Columbia, and the Bureau of Indian Affairs in mathematics problems and applications. In addition, 29 States and the Bureau of Indian Affairs reported basic skills data for other language arts.

BASIC SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

- In the States that reported data, on an annual cycle, a total of 1,635,499 Chapter 1 students were tested in basic skills reading, 991,998 Chapter 1 students were tested in basic skills mathematics, and 155,250 Chapter 1 students were tested in other language arts.

Achievement Results in Reading, 1989-90

- For Chapter 1 students tested in reading, posttest scores were higher than pretest scores at every grade level. Percentile increases ranged from 3 to 5, with the highest increases for Chapter 1 students in grades 2 through 4 and 6 through 8.

Achievement Results in Mathematics, 1989-90

- For Chapter 1 students tested in mathematics, posttest scores were higher than pretest scores at every grade level. Percentile increases ranged from 4 in grades 9 through 12 to 12 in grade 2.

Achievement Results in Other Language Arts, 1989-90

- For Chapter 1 students tested in other language arts, posttest scores were higher than pretest scores at every grade level. Percentile increases ranged from 3 in grade 10 to 9 in grade 3.

ADVANCED SKILLS ACHIEVEMENT

Number of Students Tested

- In the States that reported data, a total of 941,634 Chapter 1 students were tested in advanced skills reading (reading comprehension), and 557,857 Chapter 1 students were tested in advanced skills mathematics (problems and applications) on an annual cycle.

Achievement Results in Reading, 1989-90

- For Chapter 1 students tested in reading comprehension, posttest scores were higher than pretest scores at every grade level. Percentile increases ranged from 2 in grade 11 to 7 in grade 2.

Achievement Results in Mathematics, 1989-90

- For Chapter 1 students tested in problems and applications, posttest scores were higher than pretest scores at every grade level. Percentile increases ranged from 2 in grade 12 to 10 in grade 2.

PROGRAM IMPROVEMENT

- Nationally, 18 percent of Chapter 1 schools were identified for program improvement in 1989-90.

ALLOCATION AND COST INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

Chapter 1 LEA Program Allocations

- Allocations for the Chapter 1 LEA program to the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs for 1989-90 totaled approximately $4.0 billion, a 5 percent increase from the 1988-89 allocations of over $3.8 billion.

Chapter 1 Allocation Per Participant

- The average allocation per participant under the Chapter 1 LEA program was $753 in 1989-90. This figure represents virtually no change from the previous year's figure of $756 per participant.

Concentration Grants

- Across the 46 States, the District of Columbia, and Puerto Rico, the number of LEAs receiving concentration grants reported in 1989-90 ranged from 1 in the District of Columbia to 750 in California.

State Program Improvement Grants

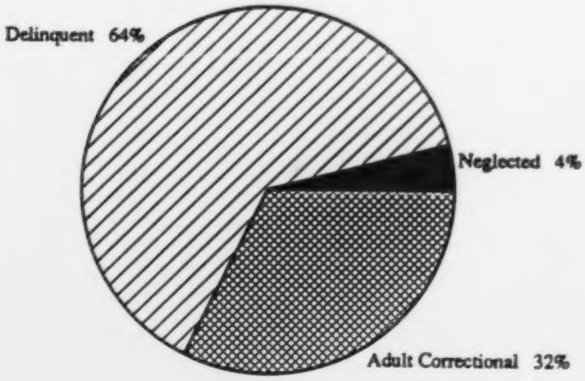
- All 50 States, the District of Columbia, and Puerto Rico received State Program Improvement grants. Nine States and Puerto Rico received grants of more than $90,000 (the minimum grant amount).

INFORMATION ON THE CHAPTER 1 STATE AGENCY NEGLECTED OR DELINQUENT PROGRAM

Participation by Institutional Designation

- Sixty-four percent of the State Agency N or D participants were classified as delinquent, 32 percent were classified as adult correctional, and 4 percent were classified as neglected.

Chapter 1 State Agency Neglected or Delinquent Participants by Institutional Designation 1989-90

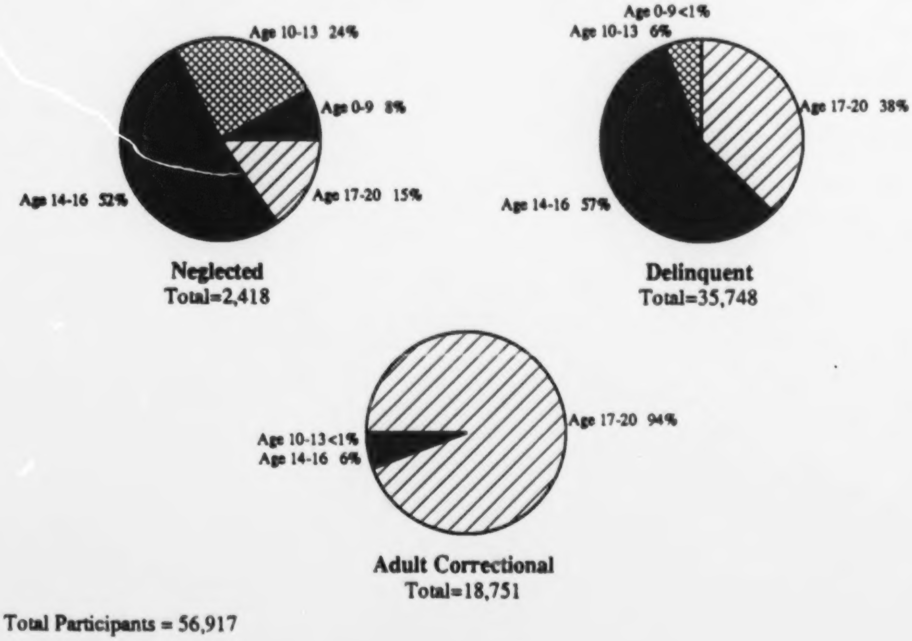


Total Participants = 58,862

Participation by Age Span

- Fifty-five percent of the State Agency N or D participants were 17 through 20 years old. By institutional designation, neglected and delinquent participants were concentrated in the 14-16 age span and adult correctional participants were concentrated in the 17-21 age span.

Chapter 1 State Agency Neglected or Delinquent Participants by Age Span and Institutional Designation, 1989-90



Participation by Service Area

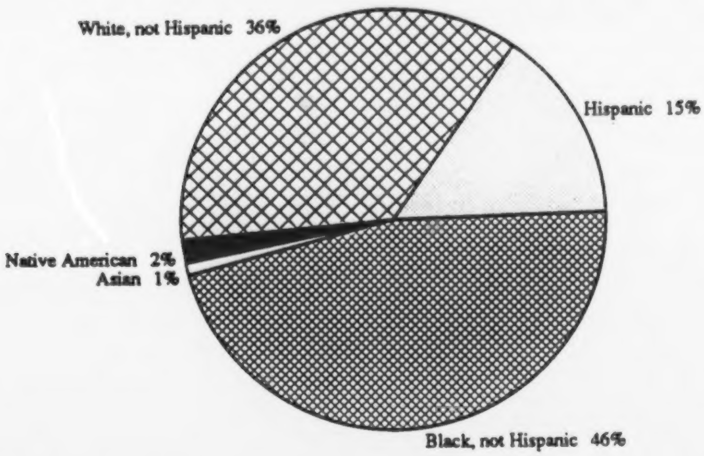
- About two-thirds of the State Agency N or D participants received reading and two-thirds received mathematics instruction.

- Attendance, social work and guidance is the only supporting service provided to a substantial number of State Agency N or D participants.

Characteristics of State Agency N or D Participants

- Forty-six percent of the State Agency N or D participants were black, not Hispanic and 91 percent were male.

Chapter 1 State Agency Neglected or Delinquent Participants by Racial/Ethnic Classification 1989-90



Total participants for which data were reported = 58,792.

Percent of Eligible Participants Receiving Chapter 1 Services

- Forty-nine States, the District of Columbia, and Puerto Rico reported 95,185 students eligible to participate in the State Agency N or D program. Among these States, 61 percent of eligible participants (or 58,862) received State Agency N or D services.

Chapter 1 State Agency N or D Allocations

- The total allocation for the Chapter 1 State Agency N or D program in 1989-90 was $31.6 million.

DATA NOTES

Until 1988-89, local N or D students were included in the reporting of public or nonpublic participants by grade. Therefore, shifts in public and nonpublic participation from 1988-89 to 1989-90 are due, in part, to the removal of the local N or D students from the public and nonpublic categories. As a result, this report will look at two-year trends in public, nonpublic, and local N or D participation from 1988-89 to 1989-90 and eleven-year trends (1979-80 to 1989-90) in the total participant level (public, nonpublic, and local N or D combined).

Since the 1979-80 school year, California has reported a figure that includes students in Chapter 1 programs plus those enrolled in State compensatory education programs. This combined figure overstates the actual number of Chapter 1 participants. To resolve this situation, in 1987, the U.S. Department of Education and the California State Department of Education reached an agreement to allocate to Chapter 1 only a portion of the total number of participants and staff in California, according to a formula based on the proportion of funding received from Federal versus State programs.[6]

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[6] For a given year, a percentage is determined by dividing California's Chapter 1 funding by the sum of its Chapter 1 and State Compensatory Education (SCE) funding (Chapter 1/(Chapter 1 + SCE)). The resulting percentage is then applied to the reported number of participants and staff in order to estimate the number of Chapter 1 participants and staff in California. This percentage has ranged from 70.5 percent in 1979-80 to 83.9 percent in 1989-90.

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CHAPTER 1

PARTICIPATION INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

This chapter presents information for the Chapter 1 LEA program on participation, service, and staffing levels; characteristics of Chapter 1 students; and numbers of schoolwide and innovation projects. It describes patterns in 1989-90, compares these data to those for school year 1988-89, and presents eleven-year trends in the data from 1979-80 through 1989-90. The data in this chapter include the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs.[1]

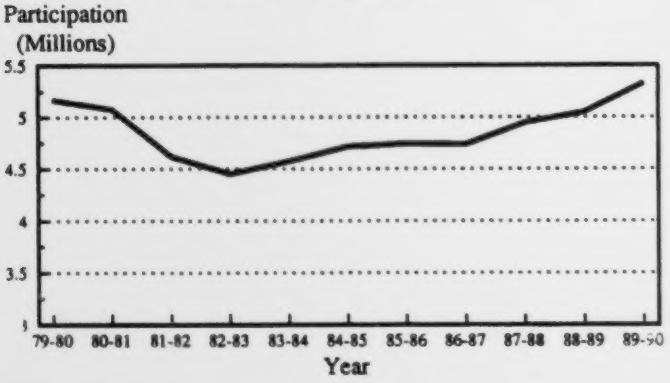
CHAPTER 1 PARTICIPATION PATTERNS

Overall Participation Patterns

> *After earlier declines in the number of students participating in Chapter 1 (1980-1983), participation has consistently increased to a level of 5.3 million students (5,014,634 public, 151,948 nonpublic, and 161,255 local N or D). This total exceeds the previous high of over 5.1 million participants reported in 1979-80.* (Figure 1.1)

During the school year 1989-90--5,327,837 students participated in the Chapter 1 LEA program, a 6 percent increase (or 280,964 students) over participation in 1988-89. Ninety-four percent of these participants were classified as public, 3 percent were classified as nonpublic, and 3 percent were local N or D. (Tables 1.1 and 1.2)

Figure 1.1
The Chapter 1 LEA Program -- Total Participation
1979-80 through 1989-90



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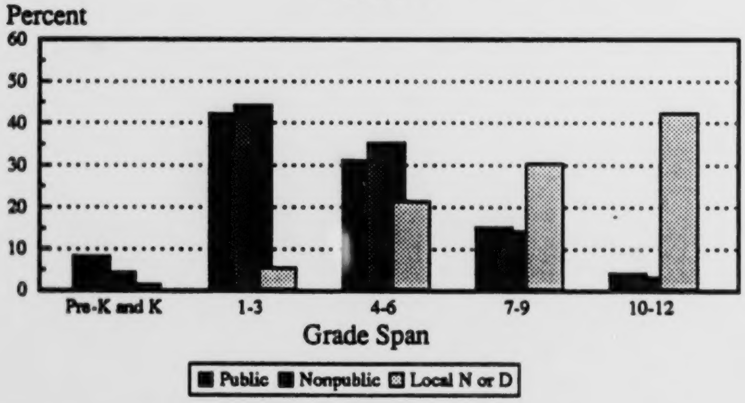
[1] The methodology used to prepare this report is described in Appendix A. A copy of the State Performance Report for school year 1989-90 is provided in Appendix B.

Grade-Level Participation

In 1989-90, public and nonpublic student participation was concentrated in the elementary grades, and local N or D participation was primarily in the secondary grades. (Figure 1.2)

Forty-two percent of public and 44 percent of nonpublic participants were in grades 1-3. Grades 4-6 comprised 31 percent of public and 35 percent of nonpublic participants. Nine percent of public and 4 percent of nonpublic participants were in prekindergarten and kindergarten. Forty-two percent of the local N or D participants were in grades 10-12 and another 30 percent were in grades 7-9. (Table 1.3) (Appendix C, Tables C.1 through C.4 provide information on Chapter 1 participants, nationally and by grade. Appendix Table C.5 displays participation information by grade span and by State.)

Figure 1.2
Chapter 1 Participation by Grade Span
Public, Nonpublic, and Local N or D
1989-90



Total 1989-90 Participation = 5,327,837

In 1989-90, 17 percent of public school students enrolled in pre-kindergarten through grade 6 participated in Chapter 1. By State, the percentages of elementary public school students participating in Chapter 1 varied from a low of 6 percent in Nevada, to a high of 39 percent in Puerto Rico. Forty-three States, the District of Columbia, and Puerto Rico reported 11 percent or more of their elementary public school students as participating in Chapter 1. (Table 1.4 and Figure 1.3)

In contrast, only 5 percent of public school students enrolled in grades 7-12 participated in Chapter 1 during 1989-90. Public secondary student participation ranged from less than 1 percent in two States (Maryland and Ohio) to 23 percent in Puerto Rico. Twenty-six States served between 2 and 5 percent of their public students in Chapter 1 programs in 1989-90. (Table 1.4 and Figure 1.3)

Eleven-Year Trends

> *The distribution of participants by grade level has remained virtually unchanged over the last eleven years, while the overall participation has increased substantially since 1982-83. The over 5.3 million participants in 1989-90 exceeds the previous high of 5.1 million reported in 1979-80.* (Figure 1.4)

Over the past eleven years, only small shifts have occurred in the distribution of participants. The percentage of Chapter 1 students in pre-kindergarten has increased from 1 to 2 percent, while the percentage in kindergarten has increased from 5 to 7 percent. In the elementary grades, the percentage of Chapter 1 participants in grades 1-3 increased slightly (from 38 percent in 1979-80 to 41 percent in 1989-90) and the percentage in grades 4-6 decreased slightly (from 33 percent in 1979-80 to 31 percent in 1989-90). Similar, though even smaller, shifts have occurred in the secondary grades. Participation in grades 7-9 decreased from 17 percent in 1979-80 to 16 percent in 1989-90, while the percentage of participants in grades 10-12 rose from 4 percent in 1979-80 to 5 percent in 1989-90. (Table 1.5)

Figure 1.4

Percent of Chapter 1 Participants, by Grade Span
1979-80 through 1989-90

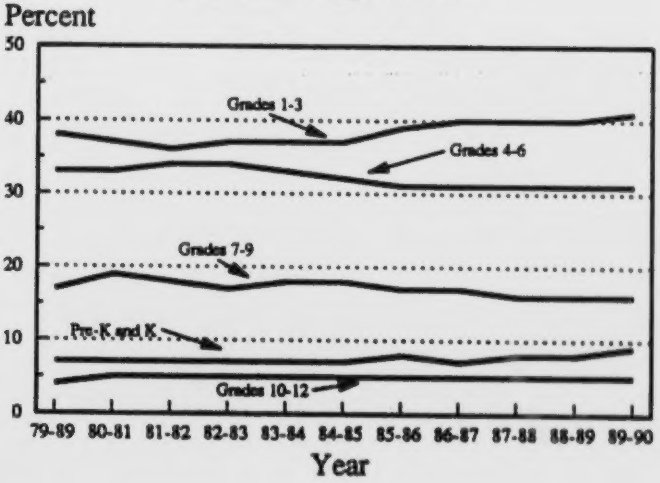
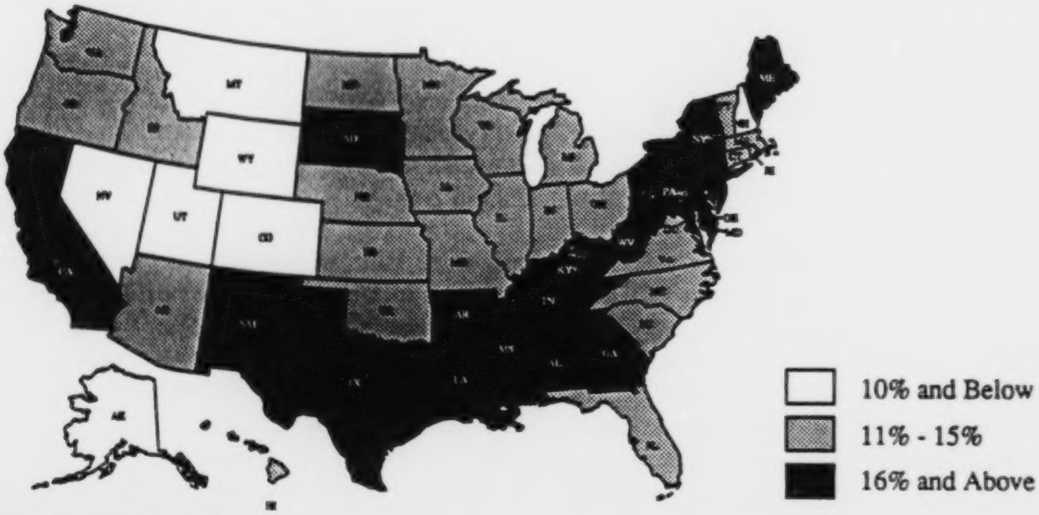


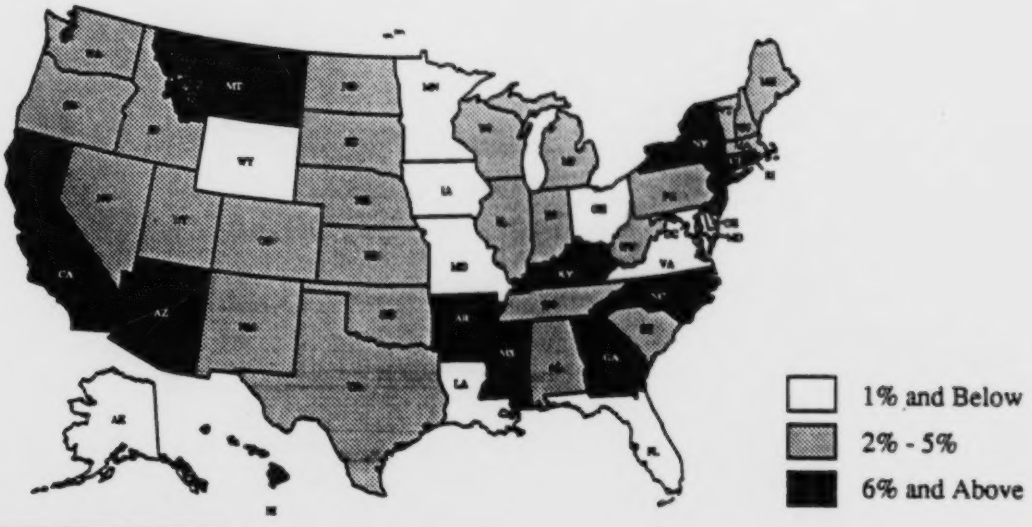
Figure 1.3
Percent of Total Public School Enrollment Receiving Chapter 1 Services by State 1989-90

Grades Pre-K through 6


MT
WY
NV
UT
CO
SD
CA
NM
TX
AR
LA
MS
AL
GA
TN
KY
WV
NY
PA
ME
AK
HI
FL
10% and Below
11% - 15%
16% and Above

Note: The District of Columbia and Puerto Rico have values in the category 16% and above.

Grades 7 through 12


MT
WY
MN
IA
MO
CA
AZ
KY
VA
NY
NC
GA
LA
FL
AK
HI
1% and Below
2% - 5%
6% and Above

Note: The District of Columbia and Puerto Rico have values in the category 6% and above.

Source: Enrollment data from the Digest of Education Statistics: 1992, National Center for Education Statistics.

Table 1.1

Chapter 1 Participants: Public, Nonpublic, Local Neglected or Delinquent, and Total -- 1979-80 to 1989-90[a]

Year	Public[b]	Percent Change Year-to-Year	Nonpublic[c]	Percent Change Year-to-Year	Local Neglected and Delinquent[d]	Percent Change Year-to-Year	Total	Percent Change Year-to-Year
1979-80	4,973,708		189,114				5,162,822	
1980-81	4,862,308	-2	213,499	13			5,075,807	-2
1981-82	4,434,447	-9	184,084	-14			4,618,531	-9
1982-83	4,270,424	-4	177,210	-4			4,447,634	-4
1983-84[e]	4,381,975	3	190,660	8			4,572,635	3
1984-85	4,528,177	3	184,532	-3			4,712,709	3
1985-86[f]	4,611,948	2	127,922	-31			4,739,870	1
1986-87[g]	4,594,761	*	137,900	8			4,732,661	*
1987-88	4,808,030	5	136,618	-1			4,944,648	4
1988-89[h]	4,777,643	--	137,656	--	131,574		5,046,873	2
1989-90	5,014,634	5	151,948	10	161,255	23	5,327,837	6

* Less than 1 percent.

[a] Guam reported participant information in 1979-80 and 1980-81; the Trust Territories reported participant information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported participant information in 1979-80.

[b] Public Chapter 1 participation counts for the years 1979-80 through 1985-86 have been revised since the 1985-86 report to reflect a readjustment of the public participation counts reported by California. Public participation counts reported by California were also adjusted for the years 1986-87 through 1989-90.

[c] By-pass students in Missouri and Virginia were not included prior to 1983-84.

[d] The number of local N or D participants by grade was reported separately from public and nonpublic participants for the first time in 1988-89.

[e] The numbers for nonpublic participants in California for 1983-84 were adjusted to reflect the average of the numbers reported for the years 1982-83 and 1984-85.

[f] The 1985-86 State Performance Reports were the first ones to provide information following the Aguilar v. Felton decision.

[g] Starting in 1986-87, the nonpublic participation count includes participants in schools with religious affiliation in Puerto Rico. The inclusion of these participants in 1986-87 overestimates the actual percentage increase from 1985-86.

[h] Changes in the total number of public and nonpublic participants from 1987-88 to 1988-89 are due in part to changes in reporting. Since the number of local N or D participants is now reported separately, changes are due in part to the removal of these students from the public and nonpublic categories. As a result, percent change in public and nonpublic participation between 1987-88 and 1988-89 is misleading and is not presented in this table.

Table 1.2

Number and Percent of Chapter 1 Public, Nonpublic, and Local N or D Participants, by State — 1989–90

State	Public Participants	% a/	Nonpublic Participants	% a/	Local N or D Participants	% a/	Total Participants
Alabama	127,391	98	510	*	2,127	2	130,028
Alaska	5,559	97	29	*	172	3	5,760
Arizona	66,638	96	1,990	3	942	1	69,570
Arkansas	66,474	99	535	*	214	*	67,223
California	1,016,211	89	22,972	2	100,891	9	1,140,074
Colorado	36,131	96	441	1	944	3	37,516
Connecticut	45,431	92	2,113	4	1,630	3	49,174
Delaware	9,600	92	816	8	0	*	10,416
District of Columbia	12,289	95	633	5	0	*	12,922
Florida	163,813	95	2,452	1	6,025	3	172,290
Georgia	141,485	99	250	*	792	*	142,527
Hawaii	14,899	100	67	*	0	*	14,966
Idaho	23,421	99	179	*	141	*	23,741
Illinois	148,527	96	5,787	4	1,055	*	155,369
Indiana	91,258	94	2,169	2	3,536	4	96,963
Iowa	36,457	92	2,343	6	636	2	39,436
Kansas	33,483	94	690	2	1,332	4	35,505
Kentucky	97,371	98	1,472	1	832	*	99,675
Louisiana	97,514	95	3,009	3	1,914	2	102,437
Maine	25,277	99	313	1	7	*	25,597
Maryland	63,797	94	3,110	5	1,016	1	67,923
Massachusetts	70,655	94	4,420	6	275	*	75,350
Michigan	140,247	98	2,814	2	209	*	143,270
Minnesota	59,264	92	2,898	5	2,167	3	64,329
Mississippi	121,119	98	1,983	2	532	*	123,634
Missouri	68,046	94	3,389	5	910	1	72,345
Montana	13,503	96	173	1	396	3	14,072
Nebraska	25,820	90	1,480	5	1,265	4	28,565
Nevada	9,349	95	73	*	439	4	9,861
New Hampshire	12,040	96	229	2	214	2	12,483
New Jersey	166,471	95	6,206	4	2,191	1	174,868
New Mexico	32,512	95	849	2	731	2	34,092
New York	326,759	90	30,188	8	6,640	2	363,587
North Carolina	113,761	99	366	*	560	*	114,687
North Dakota	9,800	96	336	3	56	*	10,192
Ohio	128,342	93	6,124	4	3,561	3	138,027
Oklahoma	58,427	99	310	*	335	*	59,072
Oregon	44,233	96	476	1	1,546	3	46,255
Pennsylvania	197,326	91	17,100	8	3,192	1	217,618
Rhode Island	14,069	97	320	2	182	1	14,571
South Carolina	57,300	99	237	*	266	*	57,803
South Dakota	13,780	95	474	3	310	2	14,564
Tennessee	106,274	99	419	*	1,041	*	107,734
Texas	406,560	97	4,429	1	6,612	2	417,601
Utah	29,387	100	31	*	0	*	29,418
Vermont	9,888	98	128	1	47	*	10,063
Virginia	69,558	99	615	*	312	*	70,485
Washington	59,173	95	1,103	2	1,856	3	62,132
West Virginia	32,885	99	188	*	14	*	33,087
Wisconsin	66,476	96	2,368	3	758	1	69,602
Wyoming	4,818	99	37	*	22	*	4,877
Puerto Rico	207,768	95	10,305	5	410	*	218,483
Bureau of Indian Affairs	15,998	100	0	*	0	*	15,998
Total	5,014,634	94	151,948	3	161,255	3	5,327,837

* Less than 1 percent.

a/ Percents (across) may not add to 100 due to rounding.

Table 1.3

Chapter 1 Participants by Grade Span, Public, Nonpublic, Local N or D, and Total -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change
	Number	Percent[a]	Number	Percent[a]	
Public					
Pre-K	76,072	2	81,366	2	7
Kindergarten	314,087	7	343,587	7	9
Grades 1-3	1,942,080	41	2,083,880	42	7
Grades 4-6	1,482,861	31	1,538,815	31	4
Grades 7-9	760,594	16	768,843	15	1
Grades 10-12	199,809	4	197,340	4	-1
Ungraded[b]	2,140	*	803	*	-62
Total	4,777,643	100	5,014,634	100	5[c]
Nonpublic					
Pre-K	445	*	338	*	-24
Kindergarten	5,136	4	6,396	4	25
Grades 1-3	60,279	44	67,056	44	11
Grades 4-6	49,871	36	52,477	35	5
Grades 7-9	18,857	14	21,442	14	14
Grades 10-12	2,751	2	4,211	3	53
Ungraded[d]	317	*	28	*	-91
Total	137,656	100	151,948	100	10[e]
Local N or D					
Pre-K	228	*	135	*	-41
Kindergarten	675	1	765	*	13
Grades 1-3	8,370	6	8,516	5	2
Grades 4-6	20,594	16	34,526	21	68
Grades 7-9	37,626	29	48,991	30	30
Grades 10-12	63,448	48	67,294	42	6
Ungraded[f]	633	*	1,028	1	62
Total	131,574	100	161,255	100	23
Total					
Pre-K	76,745	2	81,839	2	7
Kindergarten	319,898	6	350,748	7	10
Grades 1-3	2,010,729	40	2,159,452	41	7
Grades 4-6	1,553,326	31	1,625,818	31	5
Grades 7-9	817,077	16	839,276	16	3
Grades 10-12	266,008	5	268,845	5	1
Ungraded	3,090	*	1,859	*	-40
Total	5,046,873	100	5,327,837	100	6

Table 1.3 (continued)

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Public ungraded participants were reported by seven States (Colorado, Connecticut, Illinois, Michigan, Mississippi, Rhode Island, and Vermont) in 1988-89 and six States (Colorado, Connecticut, Delaware, Illinois, Michigan, and Rhode Island) in 1989-90.

c/ Most of the increase in the number of public participants was due to an increase in California. The number of public participants in California increased 229,578 from 786,633 in 1988-89 to 1,016,211 in 1989-90.

d/ Nonpublic ungraded participants were reported by three States (Illinois, Mississippi, and Washington) in 1988-89 and by one State (Illinois) in 1989-90.

e/ Most of the increase in the number of nonpublic participants was due to increases in California and New York. This figure increased 5,261 (from 17,711 to 22,972) in California and 8,075 (from 22,113 to 30,188) in New York.

f/ Local N or D ungraded participants were reported by six States (Colorado, Connecticut, Michigan, Rhode Island, Washington, and Wisconsin) in 1988-89 and by seven States (Colorado, Connecticut, Illinois, Maryland, Michigan, Rhode Island, and West Virginia) in 1989-90.

Table 1.4

Public School Enrollment and Chapter 1 Public Participation for Pre–K through Grade 6 and Grades 7 through 12, 1989–90

State	Pre–K through Grade 6			Grades 7 through 12		
	Public School Enrollment	Public Chapter 1 Participation	% Receiving Chapter 1	Public School Enrollment	Public Chapter 1 Participation	% Receiving Chapter 1
Alabama	410,644	113,643	28	312,699	13,748	4
Alaska	66,087	4,975	8	43,193	584	1
Arizona	359,345	50,117	14	248,270	16,521	7
Arkansas	240,994	54,520	23	193,966	11,954	6
California	2,732,241	775,712	28	2,039,737	240,499	12
Colorado	324,520	29,082	9	238,235	7,049	3
Connecticut	264,387	33,538	13	197,173	11,893	6
Delaware	56,328	9,115	16	41,480	485	1
District of Columbia	47,838	10,268	21	33,463	2,021	6
Florida	1,042,320	156,503	15	730,029	7,310	1
Georgia	658,837	111,190	17	467,698	30,295	6
Hawaii	95,336	10,782	11	74,157	4,117	6
Idaho	122,489	18,357	15	92,443	5,064	5
Illinois	985,968	110,516	11	811,387	38,011	5
Indiana	520,563	79,939	15	433,602	11,319	3
Iowa	263,762	33,883	13	214,724	2,574	1
Kansas	245,030	28,775	12	185,834	4,708	3
Kentucky	348,273	77,853	22	282,415	19,518	7
Louisiana	449,654	93,592	21	333,371	3,922	1
Maine	120,077	22,115	18	93,698	3,162	3
Maryland	403,686	63,755	16	295,120	42	*
Massachusetts	464,960	54,928	12	360,628	15,727	4
Michigan	870,234	120,286	14	706,551	19,961	3
Minnesota	422,344	57,106	14	317,209	2,158	1
Mississippi	285,424	81,824	29	216,596	39,295	18
Missouri	451,918	62,718	14	356,016	5,328	1
Montana	86,017	8,157	9	65,248	5,346	8
Nebraska	154,936	23,230	15	115,984	2,590	2
Nevada	109,628	6,786	6	77,206	2,563	3
New Hampshire	97,117	10,030	10	74,579	2,010	3
New Jersey	580,071	119,227	21	495,934	47,244	10
New Mexico	162,619	25,301	16	133,438	7,211	5
New York	1,377,585	229,683	17	1,188,256	97,076	8
North Carolina	594,190	83,669	14	486,554	30,092	6
North Dakota	67,346	8,272	12	50,470	1,528	3
Ohio	979,183	126,347	13	787,976	1,995	*
Oklahoma	335,500	46,734	14	243,080	11,693	5
Oregon	266,401	34,315	13	205,993	9,918	5
Pennsylvania	887,170	156,406	18	768,109	40,920	5
Rhode Island	76,224	9,797	13	59,505	4,272	7
South Carolina	348,728	45,294	13	267,449	12,006	4
South Dakota	73,611	11,970	16	53,718	1,810	3
Tennessee	454,735	91,021	20	364,925	15,253	4
Texas	1,953,336	354,670	18	1,375,178	51,890	4
Utah	251,644	24,724	10	185,802	4,663	3
Vermont	55,331	8,276	15	39,448	1,612	4
Virginia	548,153	65,276	12	437,193	4,282	1
Washington	468,329	51,400	11	341,903	7,773	2
West Virginia	171,003	29,898	17	156,537	2,987	2
Wisconsin	433,447	54,243	13	349,458	12,233	4
Wyoming	55,750	4,227	8	41,422	591	1
Bureau of Indian Affairs	**	9,396	—	**	6,402	—
Puerto Rico	370,956	144,007	39	280,269	63,761	23
Nation	23,212,268	4,047,648	17	17,965,329	966,986	5

* Less than 1 percent.

** Data not available.

Source: Data on the total number of public students enrolled were obtained from the Digest of Education Statistics, National Center for Education Statistics, 1992.

Table 1.5

Percent of Total Chapter 1 Participants by Grade Span 1979-80 through 1989-90

Year	Pre-K	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total Students[a]
1979-80	1%	5%	38%	33%	17%	4%	5,162,822
1980-81	1	6	37	33	19	5	5,075,807
1981-82	1	6	36	34	18	5	4,618,531
1982-83	1	6	37	34	17	5	4,447,634
1983-84	1	6	37	33	18	5	4,572,635
1984-85	1	6	37	32	18	5	4,712,709
1985-86	1	7	39	31	17	5	4,739,870
1986-87	1	6	40	31	17	5	4,732,661
1987-88	1	6	40	31	16	5	4,944,648
1988-89	2	6	40	31	16	5	5,046,873
1989-90	2	7	41	31	16	5	5,327,837

a/ Total students include ungraded participants. The ungraded participants comprise less than 1 percent of overall participation in each of the 11 years.

CHAPTER 1 SERVICE PATTERNS

Instructional Services for All Chapter 1 Participants

During 1989-90, nearly three-quarters (70 percent) of Chapter 1 participants received instruction in reading, and almost one-half (46 percent) received instruction in mathematics. Service patterns have remained fairly constant over the eleven-year period, although the category of other instructional services has shown some fluctuation from year to year.

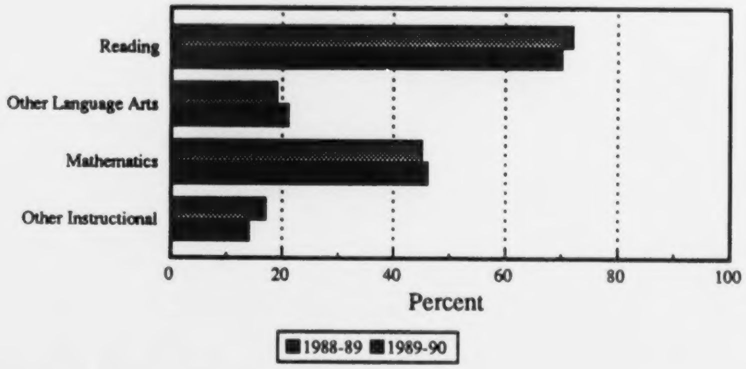
Patterns in 1989-90

In 1989-90, over 3.7 million participants received instruction in reading and 2.4 million received instruction in mathematics. (Figure 1.5)

In 1989-90, the majority of students received Chapter 1 instruction in reading. Seventy percent of all participants received reading instruction, a total of over 3.7 million students. The second largest area of Chapter 1 instruction was mathematics, where 2.4 million students, 46 percent of all participants, received instruction. Other language arts instruction was received by 21 percent of the participants and other instructional services were received by 14 percent of the participants. Other instructional services include such services as early childhood activities; preparation for preschool and kindergarten; tutoring; dropout prevention; and English instruction for limited English proficient students. This pattern of service provision remains virtually unchanged from 1988-89. (Table 1.6 and Figure 1.5)

Figure 1.5

Percent of Chapter 1 Participants
Served by Instructional Service Area
1988-89 and 1989-90



Total Participants 1988-89 = 5,046,873
Total Participants 1989-90 = 5,327,837

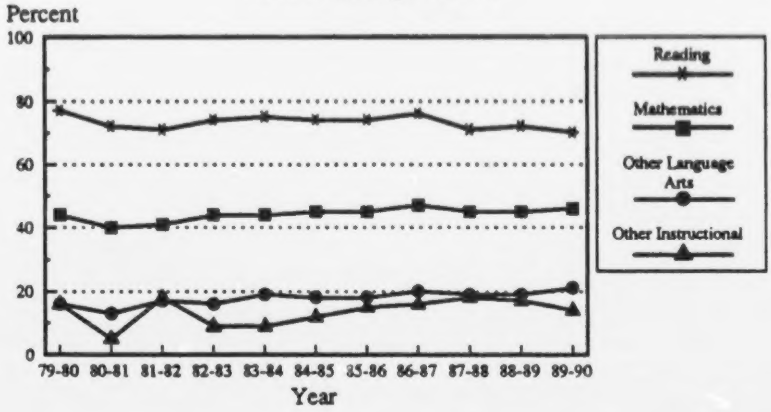
Eleven-Year Trends

The proportion of Chapter 1 students receiving reading, other language arts, and mathematics instruction has remained fairly steady since 1979-80. (Figure 1.6)

During the eleven-year period 1979-80 through 1989-90, the category of other instructional services has shown the most variation--the percent of Chapter 1 participants receiving other instructional services has ranged, over the years, from 5 percent (in 1980-81) to 18 percent (in 1981-82 and 1987-88).[2] (Table 1.7 and Figure 1.6)

The proportion of Chapter 1 students receiving instruction in reading, other language arts, and mathematics has varied minimally over the eleven-year period. The proportion of students receiving reading services has fluctuated between a high of 77 percent in 1979-80 to a low of 70 percent in 1989-90. Other language arts participation has shifted between 13 and 21 percent since 1979-80. The proportion of Chapter 1 students receiving mathematics services has ranged from 40 percent in 1980-81 to 47 percent in 1986-87. (Table 1.7 and Figure 1.6) (Appendix C, Table C.6 provides information on the provision of Chapter 1 reading and mathematics services, by State, over the eleven-year period.)

Figure 1.6
Percent of Total Chapter 1 Participants Served by Instructional Service Area 1979-80 through 1989-90



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[2] Beginning with the 1984-85 reporting year, three instructional reporting categories were eliminated: English to limited English proficient students, vocational training, and special for the handicapped.

Supporting Services for All Chapter 1 Participants

As in past years, in 1989-90, fewer participants received supporting services than received instructional services. In 1989-90, 16 percent of Chapter 1 participants received attendance, social work, and guidance services and 14 percent of participants received health and nutrition services.

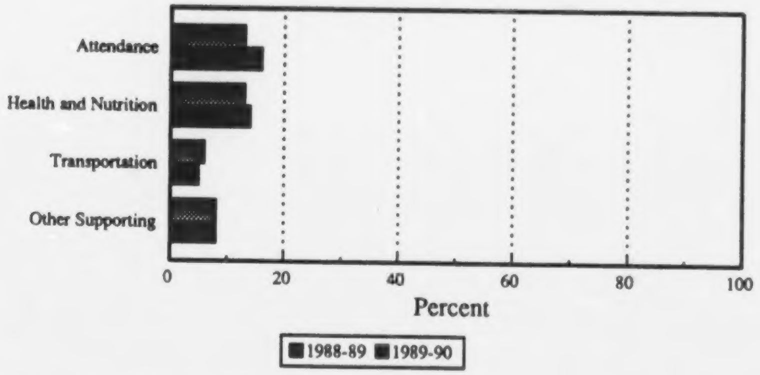
Patterns in 1989-90

In 1989-90, over 825,000 (16 percent) participants received services in attendance, social work, and guidance, and about 730,000 (14 percent) students received services in health and nutrition. Increases from 1988-89 to 1989-90 were reported in the number of Chapter 1 students receiving supporting services in every category except in the area of transportation. (Figure 1.7)

Sixteen percent of the Chapter 1 participants received attendance, social work, and guidance services and 14 percent of the participants received health and nutrition services. Five percent received transportation, and 8 percent received other supporting services. Increases were reported from 1988-89 to 1989-90 in the number of Chapter 1 students receiving services in three categories: attendance, social work, and guidance; health and nutrition; and other supporting services. (Table 1.6 and Figure 1.7)

Figure 1.7

Percent of Chapter 1 Participants Served by Supporting Service Area 1988-89 and 1989-90



Total Participants 1988-89 = 5,046,873
Total Participants 1989-90 = 5,327,837

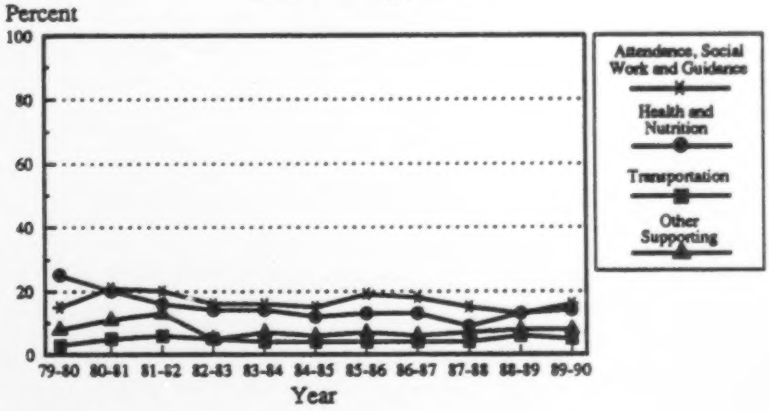
Eleven-Year Trends

The percentage of Chapter 1 students receiving supporting services has shown more fluctuations over the eleven-year period than the percentage of participants receiving instructional services. (Figure 1.8)

Health and nutrition services have declined sharply since 1979-80, when 25 percent of Chapter 1 participants received such services. The proportion of Chapter 1 students receiving health and nutrition services reached a low of 9 percent in 1987-88. The provision of attendance, social work, and guidance; transportation; and other supporting services has varied over the eleven years, but no discernible patterns are apparent. (Table 1.7 and Figure 1.8)

Figure 1.8

Percent of Total Chapter 1 Participants Served
by Supporting Service Area
1979-80 through 1989-90



Services for Public, Nonpublic, and Local N or D Participants

Year-to-year changes in total participation (public, nonpublic, and local N or D combined) by service area mask what are sometimes more substantial changes in public, nonpublic, and local N or D service provision. The number of Chapter 1 public, nonpublic, and local N or D students receiving services in 1989-90 compared to 1988-89 is displayed in Tables 1.8 through 1.10. These tables show that:

- the number of Chapter 1 public students receiving services increased in all categories except other instructional and transportation (Table 1.8);

- the number of nonpublic students receiving Chapter 1 services increased in all categories except other instructional services, attendance, social work and guidance, and transportation (Table 1.9); and

- the number of local N or D participants receiving services increased in reading and in all supporting services categories. Decreases were reported in the number of participants receiving other language arts, mathematics, and other instructional services (Table 1.10).[3]

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[3] These changes are often due primarily to large increases or decreases reported by only a few States. See Tables 1.8 through 1.10 for State-by-State explanations.

Table 1.6

Total Chapter 1 Participants by Service Area -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change in Number[a]
	Number	Percent Served	Number	Percent Served	
Instructional					
Reading	3,611,984	72	3,753,458	70	4
Other Language Arts	980,630	19	1,093,102	21	11
Mathematics	2,288,817	45	2,429,060	46	6
Other Instructional Services[b]	865,015	17	764,671	14	-12
Supporting					
Attendance, Social Work, and Guidance	668,872	13	828,584	16	24
Health and Nutrition	656,883	13	731,182	14	11
Transportation	319,380	6	247,353	5	-23
Other Supporting Services[c]	402,182	8	428,807	8	7
Unduplicated Participant Count	5,046,873		5,327,837		

a/ See Tables 1.8 through 1.10 for explanations of year-to-year changes in public, nonpublic, and local neglected or delinquent participant figures.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and English as a Second Language (ESL)/bilingual, among others.

c/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.7

Percent of Total Chapter 1 Participants Served, by
Service Area -- 1979-80 to 1989-90[a]

Year	Instructional			
	Reading	Other Language Arts	Mathematics	Other Instructional
1979-80	77	16	44	16
1980-81	72	13	40	5
1981-82	71	17	41	18
1982-83	74	16	44	9
1983-84	75	19	44	9
1984-85	74	18	45	12
1985-86	74	18	45	15
1986-87	76	20	47	16
1987-88	71	19	45	18
1988-89	72	19	45	17
1989-90	70	21	46	14

Year	Supporting			
	Attendance, Social Work, and Guidance	Health and Nutrition	Transportation	Other Supporting
1979-80	15	25	3	8
1980-81	21	20	5	11
1981-82	20	16	6	13
1982-83	16	14	5	5
1983-84	16	14	4	7
1984-85	15	12	4	6
1985-86	19	13	4	7
1986-87	18	13	4	6
1987-88	15	9	4	7
1988-89	13	13	6	8
1989-90	16	14	5	8

a/ Guam reported service area information in 1979-80 and 1980-81; the Trust Territories reported service area information in 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported service area information in 1979-80.

Table 1.8

Chapter 1 Public School Participants by Service Area -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change in Number
	Number	Percent Served	Number	Percent Served	
Instructional					
Reading	3,422,370	72	3,542,091	71	3
Other Language Arts	890,530	19	1,003,242	20	13[a]
Mathematics	2,125,985	44	2,266,056	45	7[b]
Other Instructional Services[c]	777,351	16	722,978	14	-7[d]
Supporting					
Attendance, Social Work, and Guidance	652,617	14	812,413	16	24[e]
Health and Nutrition	647,927	14	717,506	14	11[f]
Transportation	304,794	6	239,152	5	-22[g]
Other Supporting Services[h]	393,612	8	412,511	8	5
Unduplicated Participant Count	4,777,643		5,014,634		

[a] The increase in the number of public participants receiving other language arts services (112,712) is due primarily to an increase in California. In California, the number of public students receiving other language arts services increased 80,847 from 575,965 in 1988-89 to 656,812 in 1989-90.

[b] The increase in the number of public participants receiving mathematics services (140,071) is due primarily to increases in Arizona, California, Florida, and Mississippi. The largest increase was in California, where the number of public mathematics recipients increased 89,593 (from 596,810 to 686,403).

[c] Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

[d] The decrease in the number of public participants receiving other instructional services (54,373) is primarily due to decreases in California and Florida. The number of public participants receiving other instructional services decreased by 53,305 in California and 20,184 in Florida. Oklahoma showed an increase from 0 to 7,599 students receiving this service.

[e] The increase in the number of public participants receiving attendance, social work, and guidance services (159,796) is primarily due to a substantial increase in California and decreases in Pennsylvania and Texas. The number of public participants receiving this service increased in California by 230,101 (from 16,577 to 246,678) and decreased in Pennsylvania by 27,085 and in Texas by 34,477.

[f] The increase in the number of public participants receiving health and nutrition services (69,579) is due to a substantial increase in Texas (where the number of students receiving this service increased 77,021 from 105,654 to 182,675) and decreases in Mississippi, New Jersey, and Tennessee. The largest decrease was in Mississippi where the number of public participants receiving this service decreased 13,162 (from 29,269 to 42,431).

[g] The decrease in the number of public participants receiving transportation services (65,642) is due to a substantial decrease in California. In California, the number of students receiving this service went from 183,270 in 1988-89 to 50,943 in 1989-90 (a decrease of 132,327). Florida, Maryland, and Missouri showed large increases in this service area. The largest increase was in Maryland, where the number of participants receiving this service went from 3,876 to 31,393.

[h] Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.9

Chapter 1 Nonpublic School Participants by Service Area -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change in Number
	Number	Percent Served	Number	Percent Served	
Instructional					
Reading	84,294	61	99,166	65	18[a]
Other Language Arts	14,142	10	17,893	12	27
Mathematics	59,313	43	64,456	42	9
Other Instructional Services[b]	28,533	21	19,267	13	-32[a]
Supporting					
Attendance, Social Work, and Guidance	10,105	7	7,040	5	-30
Health and Nutrition	5,929	4	9,174	6	55
Transportation	14,062	10	6,627	4	-53[c]
Other Supporting Services[d]	4,782	3	7,602	5	59
Unduplicated Participant Count	137,656		151,948		

[a] The increase in the number of nonpublic participants receiving reading services (14,872) and the decrease in the number of nonpublic students receiving other instructional services (9,266) is due primarily to New York's reclassification of approximately 8,000 students from other instructional services to reading.

[b] Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

[c] The decrease in the number of nonpublic participants receiving transportation services (7,435) is primarily due to a decrease in California, where the number of nonpublic students receiving this service went from 7,595 to 1.

[d] Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.10

Chapter 1 Local Neglected or Delinquent Participants by Service Area -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change in Number[a]
	Number	Percent Served	Number	Percent Served	
Instructional					
Reading	105,320	80	112,201	70	7
Other Language Arts	75,958	58	71,967	45	-5
Mathematics	103,519	79	98,548	61	-5
Other Instructional Services[a]	59,131	45	22,426	14	-62[b]
Supporting					
Attendance, Social Work, and Guidance	6,150	5	9,131	6	48
Health and Nutrition	3,027	2	4,502	3	49
Transportation	524	*	1,574	1	200
Other Supporting Services[c]	3,788	3	8,694	5	130
Unduplicated Participant Count	131,574		161,255		

* Less than 1 percent.

a/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

b/ The decrease in the number of local N or D participants receiving other instructional services (36,705) is primarily due to a decrease in California. In California, the number of local N or D participants receiving this service decreased 38,246 from 46,250 to 8,004.

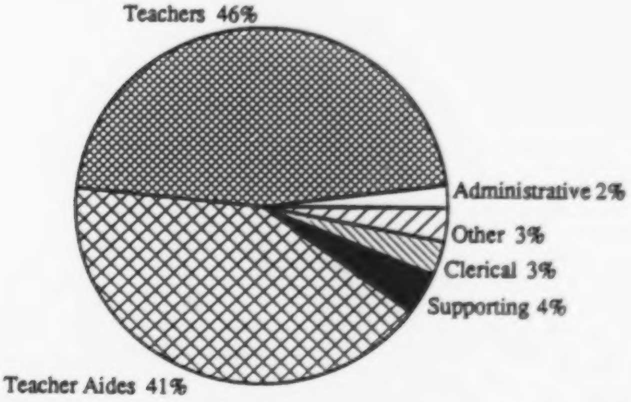
c/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

CHAPTER 1 STAFFING PATTERNS

Staff Composition

Almost one-half of the staff funded by Chapter 1 in 1989-90 were teachers. Teachers and teacher aides constituted 87 percent of the total staff funded by Chapter 1 dollars. (Figure 1.9)

Figure 1.9
Chapter 1 FTE Staff by Classification
1989-90



Total FTE Staff = 149,307
Percents may not add to 100 due to rounding.

In 1989-90, there were 149,307 full-time equivalent (FTE) staff funded by Chapter 1 as reported by the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. Teachers constituted the largest staff category funded by Chapter 1 in 1989-90, representing 46 percent of the total Chapter 1 FTE staff. Teacher aides accounted for 41 percent of the total Chapter 1 FTE staff. Together, these two staff categories constituted 87 percent of the total Chapter 1 FTE staff. Each of the remaining staff categories--administrative, supporting, clerical, and other--made up no more than 4 percent of the total. (Table 1.11)

Total staff decreased by 1 percent from 1988-89 to 1989-90, while the number of FTE staff increased in every category except administrative and other.[4] The distribution of staff by category remained virtually the same across both years. (Table 1.11)

Nationwide in 1989-90, Chapter 1 teachers constituted a greater proportion of total Chapter 1 FTE staff than did teacher aides. However, in 24 States, the District of Columbia, and the Bureau of Indian Affairs, teacher aides constituted a greater proportion of staff than teachers. (Table 1.12)

Ten States reported that between 41 and 50 percent of their Chapter 1 staff were teachers. In addition, 10 States reported that between 41 and 50 percent of their staff were teacher aides. By State, the percentage of total Chapter 1 FTE staff reported as teachers was over 70 percent in 5 States (Iowa, Missouri, Ohio, Oklahoma, and Rhode Island). The percentage of staff reported as teacher aides was over 70 percent in 3 States (Indiana, Louisiana, and Utah). (Table 1.12)

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[4] As of 1988-89, data on curriculum specialists were no longer collected separately. Two-thirds of the SEAs reclassified their curriculum specialists as supporting staff, and one-third categorized them as other staff.

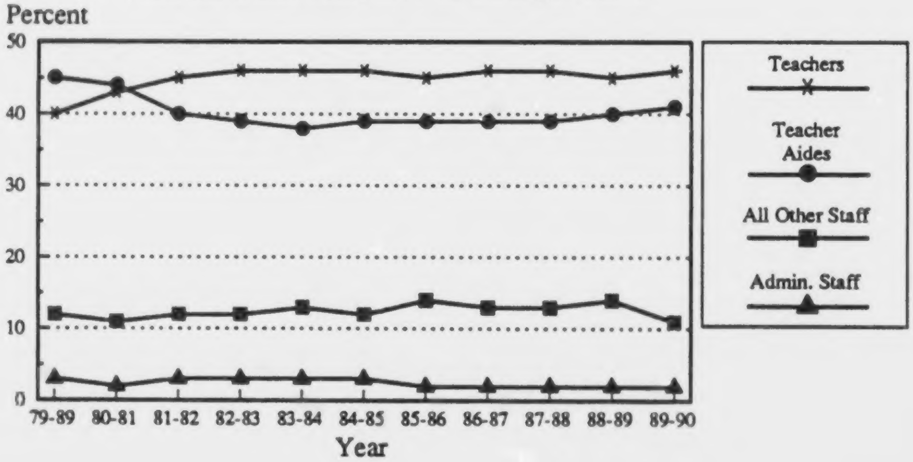
Eleven-Year Trends

The percentage distribution of staff across categories has fluctuated little since 1981-82. (Figure 1.10)

Since 1981-82, the percentage of overall FTE staff who are teachers, teacher aides, administrative, and all other staff has remained fairly constant despite a decrease in the overall number of staff. The percentage of Chapter 1 staff who are teachers has been approximately 5 percent greater than the percentage of teacher aides. The proportion of staff that is classified as administrative has remained at approximately 2 percent, and the proportion of staff in any other category has remained around 12 percent. (Table 1.13 and Figure 1.10) (Appendix C, Table C.6 provides information on the numbers of Chapter 1-funded FTE staff, by State, over the eleven-year period.)

Figure 1.10

Chapter 1 FTE Staff by Classification
Teachers, Teacher Aides, Administrative Staff,
and All Other Staff, 1979-89 through 1989-90



Participants Per Teacher or Teacher Aide

Nationally, the number of participants per teacher or teacher aide was 41.0. However, individual State figures ranged from a high of 82.2 in California to a low of 19.7 in South Dakota. (Table 1.14)

Table 1.11

Chapter 1 FTE Staff by Classification -- 1988-89 and 1989-90

Staff Classification	1988-89		1989-90		Percent Change in Number
	Number	Percent[a]	Number	Percent[a]	
Administrative	3,545	2	3,328	2	-6
Teachers	68,149	45	68,554	46	1
Teacher Aides	60,544	40	61,282	41	1
Supporting[b]	6,104	4	6,610	4	8
Clerical	4,712	3	5,048	3	7
Other[b/c]	7,762	5	4,485	3	-42
Total	150,816	100	149,307	100	-1[d]

[a] Percents may not add to 100 due to rounding.

[b] As of 1988-89, data on curriculum specialists was no longer collected separately. In 1988-89, two-thirds of the SEAs reclassified their curriculum specialists as supporting staff, and one-third categorized them as "other" staff.

[c] The FTE staff category "other" includes such positions as home/school counselor, curriculum specialist, tutor, evaluator, parent coordinator, bus driver/aide, janitor, and computer technician, among others.

[d] The decrease of 1,509 (1 percent) in the total number of FTE staff reported (despite increases in the number of students participating in Chapter 1) is due primarily to decreases in four States: New York, Pennsylvania, Texas, and Puerto Rico. The largest decrease was in Texas, where the number of FTE staff decreased 1,917 from 14,192 to 12,275.

Table 1.12

Number and Percent of Chapter 1-Funded FTE Staff Who Were Teachers and Teacher Aides, 1989-90

State	Total FTE Staff 1989-90	FTE Teachers 1989-90	%	FTE Teacher Aides 1989-90	%
Alabama	3,293	1,590	48	1,264	38
Alaska	206	46	22	131	64
Arizona	1,796	815	45	838	47
Arkansas	2,592	809	31	1,634	63
California	16,898	2,586	15	11,290	67
Colorado	1,352	816	60	440	33
Connecticut	1,478	633	43	638	43
Delaware	378	85	22	242	64
District of Columbia	441	154	35	225	51
Florida	5,363	2,124	40	2,743	51
Georgia	3,508	2,418	69	879	25
Hawaii	537	191	36	193	36
Idaho	936	332	35	580	62
Illinois	4,909	3,143	64	967	20
Indiana	3,815	718	19	2,847	75
Iowa	1,236	1,119	91	87	7
Kansas	1,066	657	62	298	28
Kentucky	2,815	1,656	59	877	31
Louisiana	3,963	1,278	32	2,134	54
Maine	1,169	263	22	825	71
Maryland	2,332	568	24	1,433	61
Massachusetts	3,105	1,876	60	857	28
Michigan	5,044	1,848	37	2,409	48
Minnesota	2,404	928	39	1,371	57
Mississippi	3,792	1,331	35	1,953	51
Missouri	2,334	1,801	77	472	20
Montana	588	333	57	231	39
Nebraska	779	497	64	224	29
Nevada	249	105	42	125	50
New Hampshire	573	217	38	269	47
New Jersey	5,715	3,567	62	1,368	24
New Mexico	1,226	538	44	586	48
New York	9,696	5,116	53	3,568	37
North Carolina	2,947	2,002	68	662	22
North Dakota	467	279	60	182	39
Ohio	4,045	3,057	76	693	17
Oklahoma	1,754	1,314	75	389	22
Oregon	1,397	595	43	662	47
Pennsylvania	6,039	3,036	50	1,513	25
Rhode Island	411	302	73	54	13
South Carolina	2,293	894	39	1,075	47
South Dakota	744	355	48	386	52
Tennessee	3,220	1,710	53	1,251	39
Texas	12,275	4,601	37	6,341	52
Utah	948	118	12	789	83
Vermont	437	197	45	208	48
Virginia	2,562	1,351	53	910	36
Washington	1,263	586	46	589	47
West Virginia	1,234	644	52	482	39
Wisconsin	1,735	1,190	69	423	24
Wyoming	201	126	63	65	32
Puerto Rico	8,881	5,733	65	113	1
Bureau of Indian Affairs	868	304	35	499	57
Nation	149,307	68,554	46	61,282	41

Table 1.13

Chapter 1 FTE Teachers and Teacher Aides -- 1979-80 through 1989-90[a]

Year	Teachers		Teacher Aides		Number of Total Staff[b]
	Number	Percent of Total Staff	Number	Percent of Total Staff	
1979-80	77,782	40	86,826	45	194,403
1980-81	80,078	43	80,938	44	185,925
1981-82	74,786	45	67,536	40	167,748
1982-83	68,590	46	58,093	39	149,220
1983-84	68,627	46	57,479	38	150,277
1984-85	72,797	46	61,380	39	158,967
1985-86	69,014	45	59,058	39	151,936
1986-87	64,143	46	55,530	39	140,691
1987-88	65,668	46	56,078	39	143,675
1988-89	68,149	45	60,544	40	150,816
1989-90	68,554	46	61,282	41	149,307

a/ Guam reported staff information in 1979-80 and 1980-81; the Trust Territories reported staff information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported staff information in 1979-80.

b/ Total staff includes teachers, teacher aides, administrators, curriculum specialists (through 1987-88), supporting staff, clerical staff, and other staff.

Table 1.14

Number of Chapter 1 Participants Per Chapter 1-Funded Teacher and Teacher Aide, 1989–90

State	Total Number of Participants	Number of FTE Teachers and Teacher Aides	Number of Participants Per Teacher and Teacher Aide
Alabama	130,028	2,855	45.6
Alaska	5,760	177	32.5
Arizona	69,570	1,654	42.1
Arkansas	67,225	2,443	27.5
California	1,140,074	13,876	82.2
Colorado	37,516	1,256	29.9
Connecticut	49,174	1,271	38.7
Delaware	10,416	327	31.9
District of Columbia	12,922	379	34.1
Florida	172,290	4,867	35.4
Georgia	142,527	3,297	43.2
Hawaii	14,966	384	39.0
Idaho	23,741	912	26.0
Illinois	155,369	4,110	37.8
Indiana	96,963	3,565	27.2
Iowa	39,436	1,207	32.7
Kansas	35,505	955	37.2
Kentucky	99,675	2,533	39.3
Louisiana	102,437	3,412	30.0
Maine	25,597	1,088	23.5
Maryland	67,923	2,001	34.0
Massachusetts	75,350	2,733	27.6
Michigan	143,270	4,258	33.6
Minnesota	64,329	2,299	28.0
Mississippi	123,634	3,283	37.7
Missouri	72,345	2,274	31.8
Montana	14,072	564	25.0
Nebraska	28,565	721	39.6
Nevada	9,861	230	42.9
New Hampshire	12,483	486	25.7
New Jersey	174,868	4,935	35.4
New Mexico	34,092	1,124	30.3
New York	363,587	8,684	41.9
North Carolina	114,687	2,664	43.0
North Dakota	10,192	461	22.1
Ohio	138,027	3,750	36.8
Oklahoma	59,072	1,703	34.7
Oregon	46,255	1,257	36.8
Pennsylvania	217,618	4,548	47.8
Rhode Island	14,571	355	41.0
South Carolina	57,803	1,969	29.4
South Dakota	14,564	741	19.7
Tennessee	107,734	2,961	36.4
Texas	417,601	10,942	38.2
Utah	29,418	907	32.4
Vermont	10,063	405	24.9
Virginia	70,485	2,260	31.2
Washington	62,132	1,176	52.9
West Virginia	33,087	1,125	29.4
Wisconsin	69,602	1,613	43.1
Wyoming	4,877	191	25.6
Puerto Rico	218,483	5,846	37.4
Bureau of Indian Affairs	15,998	803	19.9
Nation	5,327,837	129,836	41.0

CHARACTERISTICS OF CHAPTER 1 STUDENTS

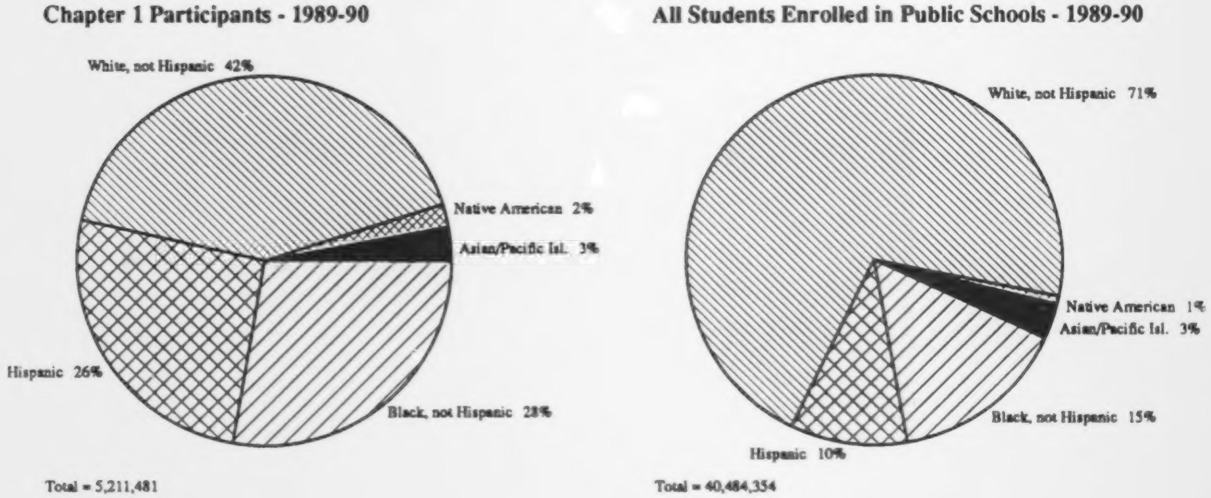
In 1989-90, 42 percent of the Chapter 1 participants were white, not Hispanic, and 55 percent were male. Of those States reporting eligibility information, 59 percent of public school students eligible for Chapter 1 received services. Of those States reporting disabled and limited English proficient students, 5 percent of the Chapter 1 participants were classified as disabled and 14 percent were classified as limited English proficient.

Racial/Ethnic Classification

In 1989-90, 28 percent of Chapter 1 participants were black, not Hispanic; 26 percent were Hispanic; 3 percent were Asian or Pacific Islander; and 2 percent were American Indian or Alaskan Native. Chapter 1 students classified as white, not Hispanic made up 42 percent of the total. Forty-two percent of students participating in Chapter 1 are white, not Hispanic while 71 percent of all students enrolled in public schools are white, not Hispanic.[5] (Tables 1.15 and 1.16 and Figure 1.11)

Figure 1.11

Chapter 1 Participants Compared to All Students Enrolled in Public Schools, by Racial/Ethnic Classification



Note: Percents may not add to 100 due to rounding. The total represents the total number of participants for whom data were reported.

Source: Unpublished tabulations, U.S. Department of Education, Office of Civil Rights, 1988

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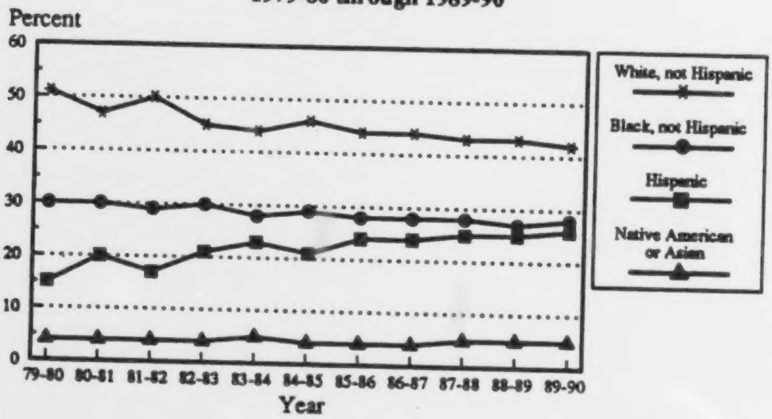
[10] The 1988 (1988-89 school year) racial/ethnic data on all public students enrolled in public school are from unpublished tabulations from the U.S. Department of Education, Office of Civil Rights.

In the eleven-year period from 1979-80 through 1989-90, the percentage of Chapter 1 participants who are Hispanic has increased from 15 to 26 percent, while the percentage of Chapter 1 participants who are white, not Hispanic has decreased from 51 percent to 42 percent. (Table 1.17 and Figure 1.12)

Figure 1.12
Percent of Total Chapter 1 Participants by Racial/Ethnic Classification 1979-80 through 1989-90



Year of Birth

Sixty-six percent of 1989-90 Chapter 1 participants were elementary-school-aged children, born between 1978 and 1983. Twenty-five percent were secondary-school-aged children, born between 1972 and 1977. Eight percent of the 1989-90 Chapter 1 participants were born in 1984 through 1988, the birth years of children at kindergarten age or younger. One percent of Chapter 1 participants were born in the years between 1968 and 1971. (Table 1.18)

The distribution of Chapter 1 participants by year of birth remained virtually unchanged from 1988-89 to 1989-90. (Table 1.18)

Gender

In 1989-90, States reported that 55 percent of Chapter 1 participants were male and 45 percent were female. These percentages have remained stable since 1984-85, when the data were first collected. (Table 1.19)

Percent of Eligible Students Served[6]

The number of public and nonpublic students eligible to participate in Chapter 1 were data items new to the 1988-89 reporting year. In 1989-90, 46 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of public students eligible, and 42 States, the District of Columbia, and Puerto Rico reported the number of nonpublic students eligible for Chapter 1 services.

The percentage of eligible public students who received services in 1989-90 ranged from over 90 percent in New Jersey, Pennsylvania, West Virginia, and Puerto Rico to a low of 15 percent in Colorado. Among the States that reported data, 59 percent of the students eligible for Chapter 1 received services.[7] (Table 1.20)

Among the States that reported nonpublic eligibility data, 65 percent of the nonpublic students eligible for Chapter 1 received services. The percentage of eligibles receiving services ranged from a high of 100 percent in California, Idaho, Kansas, Pennsylvania, and Texas to a low of 21 percent in Utah. (Table 1.21)

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[6] The number of public and nonpublic students eligible to participate in Chapter 1 includes public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged as defined by local standards (i.e., children whose educational attainment is below the level that is appropriate for children of their age).

Section 1013 of Chapter 1 and §200.30 of the regulations require an LEA to conduct its projects in attendance areas selected on the basis of an annual ranking of all eligible attendance areas. Eligible Chapter 1 attendance areas are those with high concentrations of children from low-income families.

Section 1014 of Chapter 1 and §200.31 of the regulations require an LEA to conduct an annual assessment of educational needs that identifies educationally deprived children in all eligible attendance areas. "Educationally deprived children" means children whose educational attainment is below the level that is appropriate for children of their age.

[7] Percent of eligible participants receiving services should not be compared across States as eligibility criteria vary based on decisions made by State and local education officials.

Participants with Disabilities and Limited English Proficiency

The number of students receiving Chapter 1 services with disabilities or who were limited English proficient (LEP) were data items new to the 1988-89 data collection form. In 1989-90, 48 States and the Bureau of Indian Affairs reported the number of students with disabilities served, and 47 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of LEP students served. Among these States, 5 percent of their Chapter 1 participants were classified as having disabilities and 14 percent of their Chapter 1 participants were classified as LEP. (Tables 1.22 and 1.23)

Table 1.15

Chapter 1 Participants by Racial/Ethnic Classification -- 1988-89 and 1989-90

Racial/Ethnic Classification	1988-89		1989-90		Percent Change in Number
	Number	Percent[a]	Number	Percent[a]	
American Indian or Alaskan Native	84,474	2	84,907	2	1
Asian or Pacific Islander	143,464	3	159,270	3	11
Black, not Hispanic	1,368,893	27	1,445,326	28	6
Hispanic	1,275,526	25	1,359,025	26	7
White, not Hispanic	2,165,591	43	2,162,953	42	*
Total	5,037,948[b]	100	5,211,481[c]	100	3

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ In 1988-89, the total number on this table will not correspond to the total on Table 1.1 because in 13 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Nine States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 4,320 more by grade than by race.) Four States reported more participants by racial/ethnic classification than by grade. (The largest difference was in Iowa, which reported 614 more by race than by grade.)

c/ In 1989-90, the total number on this table will not correspond to the total on Table 1.1 because in 11 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Nine States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 108,163 more by grade than by race.) Two States reported more participants by racial/ethnic classification than by grade. (The largest difference was in New Jersey, which reported 680 more by race than by grade.)

Table 1.16

Number and Percent of Chapter 1 Participants by Race and State
1989–90

State	Black, Not Hispanic	% a/	Hispanic	% a/	White, Not Hispanic	% a/	Native American or Asian	% a/	Total
Alabama	73,806	57	187	0	55,156	42	879	1	130,028
Alaska	307	5	136	2	2,133	37	3,184	55	5,760
Arizona	3,996	6	26,618	39	23,521	34	14,894	22	69,029
Arkansas	27,290	41	340	1	39,237	58	356	1	67,223
California	161,012	16	538,761	52	228,452	22	103,686	10	1,031,911
Colorado	3,756	10	14,887	40	17,638	47	1,235	3	37,516
Connecticut	10,521	22	13,810	28	23,122	48	1,118	2	48,571
Delaware	4,304	42	634	6	5,366	52	22	0	10,326
District of Columbia	12,347	96	393	3	164	1	18	0	12,922
Florida	84,471	49	29,644	17	56,652	33	1,523	1	172,290
Georgia	86,729	61	1,038	1	54,133	38	627	0	142,527
Hawaii	288	2	1,216	8	1,324	9	12,138	81	14,966
Idaho	102	0	2,590	11	20,392	86	657	3	23,741
Illinois	70,907	46	20,523	13	62,424	40	1,515	1	155,369
Indiana	20,861	22	2,373	2	73,308	76	421	0	96,963
Iowa	1,731	4	564	1	36,429	92	712	2	39,436
Kansas	8,014	23	2,856	8	23,741	67	894	3	35,505
Kentucky	12,632	13	329	0	86,498	87	216	0	99,675
Louisiana	66,569	65	529	1	34,320	34	1,019	1	102,437
Maine	173	1	197	1	24,947	97	280	1	25,597
Maryland	39,560	58	2,215	3	24,854	37	1,294	2	67,923
Massachusetts	11,322	15	14,727	20	45,073	60	4,228	6	75,350
Michigan	46,856	33	6,554	5	86,610	60	3,250	2	143,270
Minnesota	5,676	9	1,591	2	53,198	82	4,538	7	65,003
Mississippi	86,851	70	334	0	35,876	29	573	0	123,634
Missouri	19,863	30	472	1	45,344	69	293	0	65,972
Montana	74	1	295	2	10,814	77	2,889	21	14,072
Nebraska	3,197	11	1,524	5	22,757	80	1,087	4	28,565
Nevada	2,499	25	2,028	21	4,684	48	650	7	9,861
New Hampshire	161	1	195	2	12,037	96	90	1	12,483
New Jersey	64,903	37	37,435	21	68,608	39	4,602	3	175,548
New Mexico	841	2	21,137	62	6,180	18	5,923	17	34,081
New York	118,197	33	105,877	29	126,706	35	12,807	4	363,587
North Carolina	58,953	51	852	1	51,494	45	3,388	3	114,687
North Dakota	113	1	95	1	8,890	87	1,094	11	10,192
Ohio	39,005	28	2,958	2	95,244	69	820	1	138,027
Oklahoma	11,676	20	2,579	4	34,730	59	10,087	17	59,072
Oregon	2,613	6	3,434	8	36,313	81	2,262	5	44,622
Pennsylvania	68,401	31	16,151	7	130,981	60	2,085	1	217,618
Rhode Island	2,432	17	2,528	17	8,601	59	1,010	7	14,571
South Carolina	39,614	69	267	0	17,710	31	212	0	57,803
South Dakota	85	1	79	1	11,425	78	2,975	20	14,564
Tennessee	36,251	34	329	0	70,671	66	483	0	107,734
Texas	78,535	19	243,587	58	91,562	22	3,917	1	417,601
Utah	444	2	2,810	10	23,745	81	2,419	8	29,418
Vermont	47	0	28	0	9,836	98	152	2	10,063
Virginia	32,326	46	1,124	2	35,927	51	815	1	70,192
Washington	4,876	8	7,474	12	44,297	71	5,485	9	62,132
West Virginia	2,098	6	41	0	30,901	93	47	0	33,087
Wisconsin	17,945	26	3,596	5	45,063	65	2,995	4	69,599
Wyoming	96	2	601	12	3,865	79	315	6	4,877
Puerto Rico	0	0	218,483	100	0	0	0	0	218,483
Bureau of Indian Affairs	0	0	0	0	0	0	15,998	100	15,998
Nation	1,445,326	28	1,359,025	26	2,162,953	42	244,177	5	5,211,481

a/ Percents (across) may not add to 100 due to rounding.

Table 1.17

Number and Percent of Chapter 1 Participants by Race, 1979-80 through 1989-90

Year	Native American or Asian	Percent of Total	Black, Not Hispanic	Percent of Total	Hispanic	Percent of Total	White, Not Hispanic	Percent of Total	Total Racial/ Ethnic
1979-80	173,685	4	1,371,304	30	702,940	15	2,324,433	51	4,572,362
1980-81	186,120	4	1,299,725	30	859,108	20	2,049,795	47	4,394,748
1981-82	131,789	4	1,002,116	29	582,408	17	1,699,030	50	3,415,343
1982-83	138,721	4	1,040,510	30	730,669	21	1,558,123	45	3,468,023
1983-84	188,138	5	1,122,407	28	924,517	23	1,747,691	44	3,982,753
1984-85	174,870	4	1,252,817	29	898,994	21	1,962,436	46	4,289,117
1985-86	192,984	4	1,319,907	28	1,106,902	24	2,089,988	44	4,709,781
1986-87	199,585	4	1,301,106	28	1,144,865	24	2,054,558	44	4,700,114
1987-88	226,491	5	1,367,197	28	1,231,874	25	2,121,428	43	4,946,990
1988-89	227,938	5	1,368,893	27	1,275,526	25	2,165,591	43	5,037,948
1989-90	244,177	5	1,445,326	28	1,359,025	26	2,162,953	42	5,211,481

Table 1.18

Chapter 1 Participants by Year of Birth -- 1988-89 and 1989-90

Year of Birth[b]	1988-89		1989-90		Percent Change in Number
	Number	Percent[a]	Number	Percent[a]	
Born 1988-83 (preschool) Born 1988-84	407,186	8	437,840	8	8
Born 1982-77 (elementary) Born 1983-78	3,347,489	67	3,454,057	66	3
Born 1976-74 (junior high) Born 1977-75	908,922	18	915,557	18	1
Born 1973-71 (high school) Born 1974-72	316,471	6	349,058	7	9
Born 1970-66 (> 18 yrs old) Born 1971-68	36,859	1	59,904	1	6
Total	5,016,927[c]	100	5,216,416[d]	100	4

a/ Percents may not add to 100 due to rounding.

b/ The year ranges for 1989-90 are indented below the year ranges for 1988-89.

c/ In 1988-89, the total number on this table will not correspond to the total on Table 1.1 because in 16 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest difference was found in California, which reported 21,481 fewer participants by year of birth than by grade.

d/ In 1989-90, the total number on this table will not correspond to the total on Table 1.1 because in 11 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest differences were found in California, which reported 103,532 fewer participants by year of birth than by grade, and Missouri, which reported 6,981 fewer participants by year of birth than by grade.

Table 1.19

Chapter 1 Participants by Gender -- 1988-89 and 1989-90

Gender	1988-89		1989-90	
	Number	Percent	Number	Percent
Male	2,765,618	55	2,867,502	55
Female	2,274,489	45	2,324,063	45
Total	5,040,107[a/]	100	5,191,565[b/]	100

a/ In 1988-89, the total number on this table will not correspond to the total on Table 1.1 because in 12 States, the total number reported by gender was not the same as the total number reported by grade. The largest difference was found in California, which reported 2,660 fewer participants by gender than by grade.

b/ In 1989-90, the total number on this table will not correspond to the total on Table 1.1 because in 12 States, the total number reported by gender was not the same as the total number reported by grade. The largest differences were found in California, which reported 128,057 fewer participants by gender than by grade, and Missouri, which reported 6,651 fewer participants by gender than by grade.

Table 1.20

Number and Percent of Public Chapter 1 Students Eligible, by State, 1988-89 and 1989-90

	Number of Public Chapter 1 Students Eligible		Number of Public Chapter 1 Participants		Percent of Public Chapter 1 Eligible Participants Served a/	
State	**1988-89**	**1989-90**	**1988-89**	**1989-90**	**1988-89**	**1989-90**
Alabama		261,645		127,391		49
Alaska						
Arizona	157,597	191,069	64,065	66,638	41	35
Arkansas		138,405		66,474		48
California		1,211,309		1,016,211		84
Colorado	76,000	237,732	37,301	36,131	49	15
Connecticut		71,330		45,431		64
Delaware						
District of Columbia	17,491	14,826	12,405	12,289	71	83
Florida	541,737	453,492	142,256	163,813	26	36
Georgia		267,636		141,485		53
Hawaii						
Idaho	34,551	39,797	20,152	23,421	58	59
Illinois						
Indiana		271,214		91,258		34
Iowa	95,820	89,032	37,605	36,457	39	41
Kansas	60,759	58,835	32,986	33,483	54	57
Kentucky	152,275	173,303	88,324	97,371	58	56
Louisiana		142,568		97,514		68
Maine		35,920		25,277		70
Maryland	113,759	108,593	72,998	63,797	64	59
Massachusetts	105,875	95,198	70,412	70,655	67	74
Michigan	300,000	223,193	147,794	140,247	49	63
Minnesota	89,311	68,753	59,559	59,264	67	86
Mississippi	141,983	182,069	102,357	121,119	72	67
Missouri	130,616	196,636	64,211	68,046	49	35
Montana		45,866		13,503		29
Nebraska	51,505	51,505	26,175	25,820	51	50
Nevada	11,694	23,758	10,640	9,349	91	39
New Hampshire		28,700		12,040		42
New Jersey	164,376	166,471	166,474	166,471	101	100
New Mexico	65,359	65,150	30,277	32,512	46	50
New York		434,272		326,759		75
North Carolina	300,517	262,211	116,759	113,761	39	43
North Dakota	11,000	16,357	10,004	9,800	91	60
Ohio	327,241	410,866	130,639	128,342	40	31
Oklahoma	167,497	170,225	59,627	58,427	36	34
Oregon		66,825		44,233		66
Pennsylvania		200,518		197,326		98
Rhode Island		24,698		14,069		57
South Carolina	190,905	180,554	55,880	57,300	29	32
South Dakota	27,327	30,868	12,776	13,780	47	45
Tennessee		143,295		106,274		74
Texas		583,697		406,560		70
Utah	39,450	44,363	28,456	29,387	72	66
Vermont		17,965		9,888		55
Virginia	204,334	117,938	64,186	69,558	31	59
Washington		100,349		59,173		59
West Virginia		35,210		32,885		93
Wisconsin	112,795	122,182	63,300	66,476	56	54
Wyoming	11,415	10,495	4,749	4,818	42	46
Puerto Rico	319,726	208,178	223,943	207,768	70	100
Bureau of Indian Affairs	39,000	39,791	16,289	15,998	42	40
Total for Those States Reporting b/	4,061,913	8,134,860	1,972,599	4,836,049	49	59
Number of States Reporting	30	49				

a/ Percent of eligible participants receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and local education officials.

b/ The total participation figures reported here are only for those States which reported eligibility data. As a result, the total figures will not match the participation figures reported in Table 1.1.

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Table 1.21

Number and Percent of Nonpublic Chapter 1 Students Eligible, by State, 1988-89 and 1989-90

State	Number of Nonpublic Chapter 1 Students Eligible		Number of Nonpublic Chapter 1 Participants		Percent of Nonpublic Chapter 1 Eligible Participants Served a/	
	1988-89	1989-90	1988-89	1989-90	1988-89	1989-90
Alabama		729		510		70
Alaska						
Arizona	8,144	8,562	1,891	1,990	23	23
Arkansas						
California		22,972		22,972		100
Colorado		1,000		441		44
Connecticut		2,751		2,113		77
Delaware						
District of Columbia	678	666	480	633	71	95
Florida	9,508	4,187	2,491	2,452	26	59
Georgia						
Hawaii						
Idaho	388	179	388	179	100	100
Illinois						
Indiana		5,270		2,169		41
Iowa	6,105	6,141	2,259	2,343	37	38
Kansas	703	690	703	690	100	100
Kentucky						
Louisiana		4,822		3,009		62
Maine		1,392		313		22
Maryland	3,170	4,242	3,142	3,110	99	73
Massachusetts	6,172	7,774	4,086	4,420	66	57
Michigan	10,000	8,102	2,771	2,814	28	35
Minnesota	4,167	3,707	2,690	2,898	65	78
Mississippi	2,304	2,676	1,833	1,983	80	74
Missouri	7,037	7,316	3,662	3,389	52	46
Montana		599		173		29
Nebraska	2,589	2,589	1,580	1,480	61	57
Nevada	68	332	68	73	100	22
New Hampshire		919		229		25
New Jersey	10,281	10,613	6,649	6,206	65	58
New Mexico	2,024	1,869	797	849	39	45
New York		37,307		30,188		81
North Carolina		892		366		41
North Dakota	300	417	282	336	94	81
Ohio	16,189	19,029	5,823	6,124	36	32
Oklahoma	175	383	175	310	100	81
Oregon		1,994		476		24
Pennsylvania		17,100		17,100		100
Rhode Island		1,156		320		28
South Carolina	192	499	113	237	59	47
South Dakota	890	1,288	391	474	44	37
Tennessee						
Texas		4,429		4,429		100
Utah	200	145	24	31	12	21
Vermont		375		128		34
Virginia	1,069	1,497	611	615	57	41
Washington		1,239		1,103		89
West Virginia		192		188		98
Wisconsin	6,465	5,139	2,101	2,368	32	46
Wyoming	73	59	39	37	53	63
Puerto Rico	13,136	15,599	10,964	10,305	83	66
Bureau of Indian Affairs						
Total for Those States Reporting b/	112,027	218,838	56,013	142,573	50	65
Number of States Reporting	26	44				

a/ Percent of eligible participants receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and local education officials.

b/ The total participation figures reported here are only for those States which reported eligibility data. As a result, the total figures will not match the participation figures reported in Table 1.1.

Table 1.22

Number and Percent of Total Chapter 1 Participants with Disabilities 1988–89 and 1989–90

	Total Chapter 1 Participants		Total Chapter 1 Students with Disabilities		Percent of Total	
State	**1988–89**	**1989–90**	**1988–89**	**1989–90**	**1988–89**	**1989–90**
Alabama		130,028		2,965		2
Alaska		5,760		575		10
Arizona	66,803	69,570	2,171	2,442	3	4
Arkansas	67,871	67,223	2,357	2,513	3	4
California		1,140,074		55,701		5
Colorado	38,482	37,516	1,840	4,026	5	11
Connecticut	59,629	49,174	3,575	3,032	6	6
Delaware		10,416		500		5
District of Columbia						
Florida		172,290		14,638		8
Georgia		142,527		6,350		4
Hawaii		14,966		185		1
Idaho	20,731	23,741	918	1,063	4	4
Illinois		155,369		6,886		4
Indiana	103,369	96,963	7,356	8,885	7	9
Iowa	40,478	39,436	1,306	1,777	3	5
Kansas		35,505		1,411		4
Kentucky	90,678	99,675	2,279	2,124	3	2
Louisiana		102,437		799		1
Maine		25,597		1,332		5
Maryland	77,357	67,923	4,768	5,393	6	8
Massachusetts	74,795	75,350	3,241	5,999	4	8
Michigan	150,765	143,270	2,365	2,848	2	2
Minnesota		64,329		3,752		6
Mississippi		123,634		387		*
Missouri		72,345		3,708		5
Montana		14,072		869		6
Nebraska		28,565		1,809		6
Nevada	11,762	9,861	50	142	*	1
New Hampshire		12,483		695		6
New Jersey	174,477	174,868	3,933	3,383	2	2
New Mexico	31,690	34,092	1,195	1,566	4	5
New York	355,588		19,596		6	
North Carolina		114,687		3,037		3
North Dakota	10,354	10,192	433	629	4	6
Ohio		138,027		2,810		2
Oklahoma	60,211	59,072	1,308	2,121	2	4
Oregon						
Pennsylvania	230,738	217,618	154	71	*	*
Rhode Island	15,163	14,571	907	1,047	6	7
South Carolina		57,803		5,443		9
South Dakota		14,564		1,099		8
Tennessee		107,734		5,978		6
Texas		417,601		24,534		6
Utah	28,480	29,418	2,584	3,235	9	11
Vermont	10,144	10,063	1,518	1,430	15	14
Virginia	65,135	70,485	1,947	2,339	3	3
Washington	64,704	62,132	3,977	4,671	6	8
West Virginia		33,087		800		2
Wisconsin	66,125	69,602	2,556	3,157	4	5
Wyoming	4,806	4,877	267	245	6	5
Puerto Rico						
Bureau of Indian Affairs		15,998		1,361		9
Total for Those States Reporting a/	1,920,335	4,686,590	72,601	211,762	4	5
Number of States Reporting			25	49		

* Less than 1 percent.

a/ The total participation figures reported here are only for those States which reported disability data. As a result, the total figures will not match the participation figures reported in Table 1.1.

Table 1.23

Number and Percent of Total Chapter 1 Participants with Limited English Proficiency 1988–89 and 1989–90

	Total Chapter 1 Participants		Total Limited English Chapter 1 Students		Percent of Total	
State	1988–89	1989–90	1988–89	1989–90	1988–89	1989–90
Alabama		130,028		95		*
Alaska		5,760		815		14
Arizona	66,803	69,570	10,882	12,242	16	18
Arkansas						
California		1,140,074		386,286		34
Colorado	38,482	37,516	1,472	2,484	4	7
Connecticut		49,174		5,870		12
Delaware		10,416		600		6
District of Columbia	12,885	12,922	371	346	3	3
Florida		172,290		3,820		2
Georgia		142,527		467		*
Hawaii		14,966		963		6
Idaho	20,731	23,741	1,498	1,777	7	7
Illinois		155,369		6,096		4
Indiana	103,369	96,963	430	407	*	*
Iowa						
Kansas	34,915	35,505	73	691	*	2
Kentucky		99,675		121		*
Louisiana		102,437		427		*
Maine		25,597		177		1
Maryland	77,357	67,923	1,288	1,171	2	2
Massachusetts		75,350		4,384		6
Michigan	150,765	143,270	3,354	2,679	2	2
Minnesota		64,329		2,518		4
Mississippi		123,634		260		*
Missouri		72,345		330		*
Montana		14,072		1,337		10
Nebraska		28,565		145		1
Nevada	11,762	9,861	30	264	*	3
New Hampshire		12,483		110		1
New Jersey	174,477	174,868	14,973	15,633	9	9
New Mexico	31,690	34,092	8,475	7,931	27	23
New York	355,588	363,587	75,121	18,175	21	5
North Carolina		114,687		406		*
North Dakota	10,354	10,192	218	233	2	2
Ohio		138,027		1,730		1
Oklahoma	60,211	59,072	1,047	1,366	2	2
Oregon		46,255		1,562		3
Pennsylvania	230,738	217,618	4,557	4,611	2	2
Rhode Island		14,571		1,126		8
South Carolina		57,803		140		*
South Dakota	13,398	14,564	13	181	*	1
Tennessee		107,734		336		*
Texas	416,340	417,601	32,258	86,866	8	21
Utah		29,418		1,282		4
Vermont	10,144	10,063	102	41	1	*
Virginia	65,135	70,485	152	371	*	1
Washington						
West Virginia		33,087		34		*
Wisconsin	66,125	69,602	1,396	1,547	2	2
Wyoming	4,806	4,877	50	100	1	2
Puerto Rico		218,483		127,688		58
Bureau of Indian Affairs		15,998		4,595		29
Total for Those States Reporting a/	1,956,075	5,159,046	157,760	712,836	8	14
Number of States Reporting			21	50		

* Less than 1 percent.

a/ The total participation figures reported here are only for those States which reported LEP data. As a result, the total figures will not match the participation figures reported in Table 1.1.

SCHOOLWIDE AND INNOVATION PROJECTS

> *A total of 1,264 schoolwide projects were reported from among the 38 States and the Bureau of Indian Affairs reporting data in 1989-90. Twenty-five States and Puerto Rico reported the number of innovation projects underway in LEAs in 1989-90. Across these States, 205 LEAs were reported as operating innovation projects.*

Schoolwide Projects

The schoolwide project provision of P.L. 100-297 allows LEAs to use Chapter 1 funds to carry out a project to upgrade the entire educational program in a school that meets the schoolwide project requirements. In order for a school to be eligible, not less than 75 percent of the students enrolled in the school must be from low-income families.

Thirty-eight States and the Bureau of Indian Affairs reported the number of schools with schoolwide projects in 1989-90. Across the States reporting, 1,264 schools with schoolwide projects were reported. The number of schoolwide projects in a State ranged from 1 in Colorado, Idaho, Kansas, North Dakota, Rhode Island, and South Carolina to 444 in New York. (Table 1.24)

LEAs Operating Innovation Projects

The Chapter 1 statute allows an LEA to use up to 5 percent of the funds it receives for conducting innovation projects. The purpose of innovation projects is to promote quality in the Chapter 1 LEA program. Innovation projects may include:

- continuation of services to children who received Chapter 1 services in any preceding year for a period sufficient to maintain progress made during their participation in the program;

- provision of continued services, for a period not to exceed two additional years, to children participating in a Chapter 1 project who are transferred to ineligible areas or schools as part of a desegregation plan;

- incentive payments to schools that have demonstrated significant progress and success in attaining the goals of Chapter 1;

- training of Chapter 1 and non-Chapter 1 paid teachers and librarians with respect to the special educational needs of eligible children and integration of activities under Chapter 1 into regular classroom programs;

- programs to encourage innovative approaches to parental involvement or rewards to or expansion of exemplary parental involvement programs;

- encouraging the involvement of community and private sector resources in meeting the needs of eligible children; or

- assistance to schools identified for school program improvement.

Twenty-five States and Puerto Rico reported the number of innovation projects underway in LEAs in 1989-90. Across these States, 205 LEAs were reported as operating innovation projects. The number of innovation projects in a State ranged from 1 in Connecticut, Nevada, North Dakota, South Dakota, Vermont, and Puerto Rico, to 57 in California. (Table 1.24)

Table 1.24

Number of Schools with Schoolwide Projects and LEAs Operating Innovation Projects, by State, 1989–90

State	Number of Schools with Schoolwide Projects	Number of LEAs Operating Innovation Projects
Alabama	42	2
Alaska	15	4
Arizona	20	6
Arkansas	8	8
California	144	57
Colorado	1	
Connecticut		1
Delaware		
District of Columbia		
Florida	88	2
Georgia	3	
Hawaii		
Idaho	1	
Illinois	17	
Indiana	4	
Iowa		
Kansas	1	
Kentucky	45	
Louisiana		
Maine		
Maryland	33	4
Massachusetts	28	
Michigan	2	
Minnesota	2	2
Mississippi	37	8
Missouri	2	
Montana		
Nebraska		
Nevada		1
New Hampshire		
New Jersey	8	4
New Mexico	14	13
New York	444	46
North Carolina	8	3
North Dakota	1	1
Ohio	6	
Oklahoma	6	
Oregon	8	2
Pennsylvania	61	11
Rhode Island	1	2
South Carolina	1	2
South Dakota	12	1
Tennessee	131	4
Texas	12	
Utah	4	11
Vermont		1
Virginia	10	
Washington	3	
West Virginia	5	
Wisconsin	9	8
Wyoming		
Puerto Rico		1
Bureau of Indian Affairs	27	
Total Among Those States That Reported Data	1,264	205
Number of States Reporting	39	26

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CHAPTER 2

ACHIEVEMENT INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

This chapter provides information on annual achievement data for the Chapter 1 LEA program. Achievement data in both basic skills and advanced skills are presented for 1989-90 participants as well as trends in basic skills for the eleven-year period from 1979-80 to 1989-90. Only those States that reported scores from an annual testing cycle are included in this report. The chapter concludes with a discussion of the number of schools identified for program improvement.

NUMBER OF STATES REPORTING

> *Forty-four States, the District of Columbia, Puerto Rico and the Bureau of Indian Affairs submitted annual basic skills reading achievement data and 44 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills mathematics data.*[8,9] *Annual advanced skills achievement data were submitted by 38 States, the District of Columbia, and the Bureau of Indian Affairs in reading comprehension and by 43 States, the District of Columbia, and the Bureau of Indian Affairs in mathematics problems and applications.*[10] *In addition, 29 States and the Bureau of Indian Affairs reported basic skills other language arts data.*

The achievement data submitted by the States includes membership, number tested, pretest and posttest normal curve equivalent (NCE) scores, and NCE gain scores. (Appendix D presents this information at the State-level as well as the corresponding pretest and posttest percentiles.) Although NCEs are collected on the State Performance Reports, percentiles are displayed in this chapter as a more generally understood measure of

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[8] Due to the nature of the tests given by Puerto Rico, its achievement data were not comparable to that provided by the States, the District of Columbia, and the Bureau of Indian Affairs.

[9] Minnesota, Nevada, South Carolina, and Tennessee did not submit achievement data for 1989-90.

[10] Two States, Hawaii and Vermont, only submitted data for advanced skills. Their data are displayed on the advanced skills tables only.

achievement.[11] The reader should note that changes in percentiles are not the same as changes in NCEs. See Appendix F for an explanation of the relationship between NCEs and percentiles.

Achievement data for reading, mathematics, and other language arts were reported for grades 2 through 12, although States did not necessarily report for all grades. Annual testing cycle data consists of fall-fall testing, spring-spring testing, or a combination of the two.

BASIC SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

> *In the States that reported data, on an annual cycle, a total of 1,635,499 Chapter 1 students were tested in basic skills reading, 991,998 Chapter 1 students were tested in basic skills mathematics, and 155,250 Chapter 1 students were tested in other language arts.* (Tables 2.1 through 2.3)

Compared to the number of elementary students tested, a relatively small number of Chapter 1 secondary students were tested. For both reading and mathematics, about 80 percent of Chapter 1 students tested were in grades 2 through 6. Less than 10 percent of the Chapter 1 students tested were in grades 9 through 12. Over 60 percent of students tested in other language arts were in grades 2-6; 13 percent were in grades 9-12

Achievement Results in Reading, 1989-90

> *For Chapter 1 students tested in reading, posttest scores were higher than pretest scores at every grade level.*

Pretest to posttest percentile increases in reading for 1989-90 ranged from 3 to 5, with the highest increases for Chapter 1 students in grades 2 through 4 and 6 through 8. (Table 2.1)

Pretest percentiles ranged from 15 in grade 12 to 21 in grades 2, 4, and 5. Posttest percentiles ranged from 18 in grade 12 to 26 in grade 2. (Table 2.1)

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[11] The NCE is a standard score resulting from the division of the normal curve into 99 equal units, and is derived from the percentile rank. The 50th percentile (i.e., an NCE of 50) is the national norm. The national level NCE information is shown in Appendix E.

State-by-State achievement pretest percentiles for Chapter 1 students tested in reading in grade 4 ranged from 10 in the Bureau of Indian Affairs to 40 in the District of Columbia. Their posttest percentiles ranged from 10 in the Bureau of Indian Affairs to 46 in New Hampshire.[12] (Appendix Table D.1)

Achievement Results in Mathematics, 1989-90

For Chapter 1 students tested in mathematics, posttest scores were higher than pretest scores at every grade level.

In mathematics for 1989-90, pretest to posttest percentile increases ranged from 4 in grades 9 through 12 to 12 in grade 2. The largest increases occurred in grades 2 through 7. (Table 2.2)

Pretest percentiles ranged from 20 in grade 10 to 24 in grades 2, 3, 5, 6, and 8, while posttest percentiles ranged from 24 in grade 10 to 36 in grade 2. (Table 2.2)

For Chapter 1 students tested in mathematics in grade 4, State-by-State pretest percentiles ranged from 7 in Missouri to 56 in the District of Columbia. Their posttest percentiles ranged from 14 in the Bureau of Indian Affairs to 48 in the District of Columbia.[13] (Appendix Table D.2)

Achievement Results in Other Language Arts, 1989-90

For Chapter 1 students tested in other language arts, posttest scores were higher than pretest scores at every grade level.

In other language arts for 1989-90, pretest to posttest percentile increases ranged from 3 in grade 10 to 9 in grade 3. (Table 2.3)

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[12] Grade 4 State-by-State reading achievement results are discussed here for illustration purposes. Grade 4 was selected because a large number of students (282,270) were tested at this grade level. For individual State results for grades 2-12, see Appendix Table D.1.

[13] Grade 4 State-by-State mathematics achievement results are discussed here for illustration purposes. Grade 4 was selected because a large number of students (176,118) were tested at this grade level. For individual State results for grades 2-12, see Appendix Table D.2.

Pretest percentiles ranged from 18 in grades 3 and 12 to 22 in grades 7 through 9. Posttest percentiles ranged from 22 in grade 12 to 29 in grade 9. (Table 2.3)

For Chapter 1 students tested in other language arts in grade 4, State-by-State pretest percentiles ranged from 11 in the Bureau of Indian Affairs to 51 in Utah. Their posttest percentiles ranged from 13 in the Bureau of Indian Affairs to 48 in Massachusetts.[14] (Appendix Table D.3)

Trends in Reading and Mathematics Achievement from 1979-80 to 1989-90

> *In both reading and mathematics, achievement results for Chapter 1 students tested on an annual cycle show gains in every year over the eleven-year period from 1979-80 to 1989-90 in nearly all grades.*

Over the eleven-year period from 1979-80 to 1989-90, the size of the changes in percentile ranks from the pretest to the posttest have remained about the same for Chapter 1 students tested in reading on an annual cycle. In most cases the changes have been positive.

In reading and mathematics, positive changes have been reported (with only five exceptions--1979-80, grades 10 and 11 reading, and grade 10 mathematics; 1982-83, grade 11 reading; 1987-88, grade 12 mathematics). Moreover, the size of the gains has generally increased over the eleven-year period. (Tables 2.4 and 2.5)

From 1979-80 to 1989-90, pretest percentiles, an indicator of the achievement level at which Chapter 1 students begin, have not changed notably for students at most grade levels and have been well below the national norm. With regard to reading, pretest percentiles in 1989-90 were either the same or below those in 1979-80 in all grades except grades 11 and 12. In mathematics, pretest percentiles in 1989-90 were lower than those in 1979-80 in grades 2, 3, 4, 5, 9, and 11. (Tables 2.6 and 2.7)

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[14] Grade 4 State-by-State other language arts achievement results are discussed here for illustration purposes. Grade 4 was selected because a large number of students (22,509) were tested at this grade level. For individual State results for grades 2-12, see Appendix Table D.3.

ADVANCED SKILLS ACHIEVEMENT

Number of Students Tested

> *In the States that reported data, a total of 941,634 Chapter 1 students were tested in advanced skills reading (reading comprehension), and 557,857 Chapter 1 students were tested in advanced skills mathematics (problems and applications) on an annual cycle.*

In 1989-90, 38 States, the District of Columbia, and the Bureau of Indian Affairs submitted achievement data for reading comprehension and 43 States, the District of Columbia, and the Bureau of Indian Affairs submitted achievement results for problems and applications. In the States that reported data, a total of 941,634 Chapter 1 students were tested in advanced skills reading, and 557,857 Chapter 1 students were tested in advanced skills mathematics on an annual cycle. (Tables 2.8 and 2.9)

About 80 percent of the students tested in advanced skills reading and mathematics were in grades 2-6. Approximately 4 percent of the Chapter 1 students tested in reading and mathematics were in grades 9 through 12.

Achievement Results in Reading, 1989-90

> *For Chapter 1 students tested in reading comprehension, posttest scores were higher than pretest scores at every grade level.*

Pretest to posttest percentile increases in advanced skills reading for 1989-90 ranged from 2 in grade 11 to 7 in grade 2. (Table 2.8)

Pretest percentiles ranged from 15 in grade 12 to 22 in grades 2, 4, and 5. Posttest percentiles ranged from 19 in grade 12 to 29 in grade 2. (Table 2.8)

Achievement Results in Mathematics, 1989-90

> *For Chapter 1 students tested in problems and applications, posttest scores were higher than pretest scores at every grade level.*

Pretest to posttest percentile increases in advanced skills mathematics for 1989-90 ranged from 2 in grade 12 to 10 in grade 2. (Table 2.9)

Pretest percentiles ranged from 19 in grade 10 to 24 in grade 2. Posttest percentiles ranged from 23 in grades 10 through 12 to 34 in grade 2. (Table 2.9)

PROGRAM IMPROVEMENT

> *Nationally, 18 percent of Chapter 1 schools were identified for program improvement in 1989-90.*

As part of the Hawkins-Stafford amendments, LEAs are required to identify schools within their district in need of program improvement. The districts use achievement data to identify schools where students are not making achievement gains or are not progressing toward other outcomes specified by the State or district. They are required to begin working to improve these schools during the following school year by establishing and implementing a plan for improvement.

All 50 States, Puerto Rico, and the Bureau of Indian Affairs reported data on the number of schools identified for program improvement.[15] Nationwide, 18 percent of Chapter 1 schools were identified for program improvement in 1989-90. Percents ranged from a low of 4 percent in Iowa, New York, and Washington to a high of 70 percent in Puerto Rico. (Table 2.10)

The number of LEAs with schools identified for program improvement was reported by all 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs in 1989-90. Nationwide, 3,234 LEAs had schools identified for program improvement in 1989-90. (Table 2.11)

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[15] The District of Columbia did not report the number of schools identified for program improvement.

Table 2.1

Basic Skills Reading Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	285,727	46	21	26	5
3	308,540	46	20	24	4
4	282,270	46	21	25	4
5	244,478	46	21	24	3
6	190,821	46	20	24	4
7	120,672	46	19	23	4
8	103,143	46	19	23	4
9	49,942	44	18	21	3
10	26,514	42	17	20	3
11	16,152	41	17	20	3
12	7,240	42	15	18	3
Grades 2-12 for the 46 States that reported data	1,635,499		20	24	4

Table 2.2

Basic Skills Mathematics Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	135,413	46	24	36	12
3	168,039	46	24	31	7
4	176,118	46	23	32	9
5	163,155	46	24	30	6
6	131,767	46	24	31	7
7	82,126	46	23	28	5
8	74,153	46	24	27	3
9	32,675	43	21	25	4
10	15,876	40	20	24	4
11	9,032	39	21	25	4
12	3,644	38	23	27	4
Grades 2-12 for the 46 States that reported data	991,998		24	31	7

Table 2.3

Basic Skills Other Language Arts Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	17,358	29	19	26	7
3	21,087	30	18	27	9
4	22,509	30	20	24	4
5	20,739	29	19	24	5
6	18,185	28	20	27	7
7	18,245	30	22	28	6
8	17,305	29	22	27	5
9	9,663	27	22	29	7
10	5,172	25	20	23	3
11	3,422	25	19	24	5
12	1,565	23	18	22	4
Grades 2-12 for the 30 States that reported data	155,250		20	26	6

Table 2.4

Basic Skills Reading Achievement Posttest Percentiles and Changes from Pretest in Percentile Ranks for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1989-90

Grade	Posttest Percentile										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	29	29	29	32	31	30	30	28	27	28	26
3	26	28	25	29	28	27	28	26	26	26	24
4	26	26	26	28	28	27	29	28	27	27	25
5	25	27	27	28	28	27	28	27	26	26	24
6	26	28	28	29	28	26	28	27	27	26	24
7	24	25	26	27	27	27	26	26	25	24	23
8	24	25	27	26	26	25	25	25	24	24	23
9	21	23	24	25	25	22	24	24	22	22	21
10	16	19	18	20	19	20	21	24	23	22	20
11	11	20	18	18	17	20	22	22	22	22	20
12	13	16	17	16	16	17	20	18	21	18	18

Grade	Changes in Percentile Ranks										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	2	2	2	2	2	3	2	4	4	5	5
3	4	5	3	4	4	4	4	5	5	4	4
4	3	4	4	4	4	5	5	6	5	5	4
5	3	5	5	5	5	6	5	4	4	3	3
6	4	6	5	6	5	5	5	5	5	4	4
7	2	3	4	3	4	6	4	3	4	3	4
8	3	4	5	4	4	4	4	3	4	3	4
9	2	4	4	4	3	2	3	2	3	3	3
10	-1	2	1	2	1	2	2	2	2	2	3
11	-3	3	1	-1	0	2	3	3	2	3	3
12	2	0	2	0	1	0	0	2	0	1	3

Table 2.5

Basic Skills Mathematics Achievement Posttest Percentiles and Changes from Pretest in Percentile Ranks for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1989-90

Grade	Posttest Percentile										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	36	39	35	41	40	38	39	38	38	38	36
3	31	33	31	37	36	34	35	33	34	33	31
4	30	33	32	33	33	33	33	33	33	32	32
5	29	32	33	35	34	34	35	33	32	33	30
6	30	33	33	35	34	33	36	33	32	32	31
7	26	28	29	32	30	30	32	32	30	28	28
8	26	29	30	32	32	32	32	30	30	29	27
9	23	26	27	31	31	29	30	34	27	28	25
10	18	22	22	27	24	27	32	32	38	29	24
11	23	23	25	28	26	30	36	33	30	31	25
12	23	22	22	26	24	29	35	29	31	31	27

Grade	Changes in Percentile Ranks										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	2	5	5	3	6	6	9	10	11	11	12
3	1	3	5	5	6	4	6	7	7	7	7
4	3	6	5	4	5	6	6	8	8	7	9
5	4	4	6	8	7	7	9	7	7	7	6
6	6	8	6	8	7	6	7	7	7	6	7
7	4	3	5	7	5	6	6	5	4	4	5
8	4	5	5	6	5	5	4	4	5	4	3
9	1	1	2	3	1	2	2	5	4	4	4
10	-2	1	0	2	1	2	4	3	4	4	4
11	1	2	1	1	2	3	4	3	3	3	4
12	2	0	1	0	3	2	2	4	-1	1	4

Table 2.6

Basic Skills Reading Achievement Pretest Percentiles for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1989-90

Grade	Pretest Percentiles										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	27	27	27	30	29	27	28	24	23	23	21
3	22	23	22	25	24	23	24	21	21	22	20
4	23	22	22	24	24	22	24	22	22	22	21
5	22	22	22	23	23	21	23	23	22	23	21
6	22	22	23	23	23	21	23	22	22	22	20
7	22	22	22	24	23	21	22	23	21	21	19
8	21	21	22	22	22	21	21	22	20	21	19
9	19	19	20	21	22	20	21	22	19	19	18
10	17	17	17	18	18	18	19	22	21	20	17
11	14	17	17	19	17	18	19	19	20	19	17
12	11	16	15	16	15	17	20	16	21	17	15

Table 2.7

Basic Skills Mathematics Achievement Pretest Percentiles for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1989-90

Grade	Pretest Percentiles										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	34	34	30	38	34	32	30	27	27	27	24
3	30	30	26	32	30	30	29	26	27	26	24
4	27	27	27	29	28	27	27	25	25	25	23
5	25	28	27	27	27	27	26	26	25	26	24
6	23	25	26	27	27	27	29	26	25	26	24
7	22	25	24	25	25	24	26	27	26	24	23
8	22	24	25	26	27	27	28	26	25	25	24
9	22	25	25	28	30	27	28	29	23	24	21
10	20	21	22	25	23	25	28	29	24	25	20
11	22	21	24	27	24	27	32	30	27	28	21
12	21	22	21	26	21	27	32	25	32	30	23

Table 2.8

Advanced Skills Reading Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	172,262	39	22	29	7
3	182,815	40	21	27	6
4	166,938	40	22	27	5
5	145,447	40	22	26	4
6	106,785	40	21	26	5
7	68,345	39	21	25	4
8	57,759	39	21	25	4
9	22,871	37	19	24	5
10	9,174	35	18	21	3
11	6,296	34	18	20	2
12	2,942	34	15	19	4
Grades 2-12 for the 40 States that reported data	941,634		21	27	6

Table 2.9

Advanced Skills Mathematics Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	71,647	44	24	34	10
3	92,415	45	23	30	7
4	101,780	45	23	30	7
5	97,245	45	23	28	5
6	77,021	45	22	28	6
7	48,732	43	22	27	5
8	43,844	43	23	26	3
9	15,238	39	22	25	3
10	5,312	34	19	23	4
11	3,444	33	20	23	3
12	1,179	29	21	23	2
Grades 2-12 for the 45 States that reported data	557,857		23	29	6

Table 2.10

Number and Percent of Chapter 1 Schools Identified for Program Improvement, by State, 1988–89 and 1989–90

	Number of Schools with Chapter 1		Number of Chapter 1 Schools Identified for Program Improvement a/		Percent of Chapter 1 Schools Identified for Program Improvement	
State	1988–89	1989–90	1988–89	1989–90	1988–89	1989–90
Alabama	930	922	222	220	24	24
Alaska	210	199	23	23	11	12
Arizona	535	844	79	93	15	11
Arkansas	798	885	127	202	16	23
California	3,767	3,830	215	214	6	6
Colorado	574	564	54	49	9	9
Connecticut	668	636	42	42	6	7
Delaware	100	108	38	45	38	42
District of Columbia	135	131	36	NA	27	—
Florida	1,041	1,266	353	317	34	25
Georgia	1,142	1,107	159	169	14	15
Hawaii	86	91	0	46	0	51
Idaho	377	406	49	45	13	11
Illinois	2,695	2,351	286	286	11	12
Indiana	1,159	1,157	206	333	18	29
Iowa	431	892	31	36	7	4
Kansas	776	730	34	88	4	12
Kentucky	1,027	949	49	99	5	10
Louisiana	846	851	88	88	10	10
Maine	559	557	57	94	10	17
Maryland	443	428	223	269	50	63
Massachusetts	1,001	1,012	71	183	7	18
Michigan	2,006	2,037	415	395	21	19
Minnesota	983	941	16	79	2	8
Mississippi	744	777	80	411	11	53
Missouri	517	596	80	81	15	14
Montana	219	460	76	68	35	15
Nebraska	330	325	44	196	13	60
Nevada	102	98	8	5	8	5
New Hampshire	315	315	11	21	3	7
New Jersey	2,158	2,133	100	216	5	10
New Mexico	402	604	51	113	13	19
New York	3,044	3,269	193	138	6	4
North Carolina	1,427	1,338	223	271	16	20
North Dakota	363	351	24	19	7	5
Ohio	2,085	2,015	34	406	2	20
Oklahoma	1,100	1,097	83	74	8	7
Oregon	748	790	104	107	14	14
Pennsylvania	2,364	2,344	158	575	7	25
Rhode Island	162	147	23	69	14	47
South Carolina	522	526	127	176	24	33
South Dakota	335	518	28	70	8	14
Tennessee	945	861	120	412	13	48
Texas	2,700	2,797	440	438	16	16
Utah	275	277	40	40	15	14
Vermont	295	299	22	46	7	15
Virginia	898	856	86	155	10	18
Washington	925	895	97	38	10	4
West Virginia	523	562	140	113	27	20
Wisconsin	1,469	1,480	120	155	8	10
Wyoming	123	129	19	29	15	22
Puerto Rico	1,507	1,375	1,130	967	75	70
Bureau of Indian Affairs	163	167	—	115	—	69
Nation	49,049	50,295	6,534	8,939	13	18
Number of States Reporting	53	53	53	52	53	53

a/ Schools may be identified for program improvement for more than one year. As a result, the total figures from one year to the next may include some of the same schools.

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Table 2.11

Number of LEAs with Schools Identified for Program Improvement, 1988-89 and 1989-90

State	Number of LEAs 1988-89	1989-90
Alabama		67
Alaska	40	8
Arizona		37
Arkansas	56	107
California	74	70
Colorado	51	29
Connecticut		19
Delaware	12	15
District of Columbia		1
Florida	41	39
Georgia	77	85
Hawaii		7
Idaho	32	32
Illinois	99	99
Indiana	93	135
Iowa	31	27
Kansas	21	46
Kentucky		54
Louisiana		37
Maine	42	49
Maryland	18	21
Massachusetts	59	51
Michigan	147	181
Minnesota	15	73
Mississippi	17	109
Missouri		49
Montana	59	61
Nebraska		128
Nevada	3	3
New Hampshire	5	14
New Jersey	69	119
New Mexico	25	30
New York	104	83
North Carolina	81	89
North Dakota	22	19
Ohio		145
Oklahoma	67	57
Oregon		54
Pennsylvania		224
Rhode Island	6	24
South Carolina		70
South Dakota		50
Tennessee		78
Texas	250	190
Utah		16
Vermont	16	25
Virginia	72	51
Washington	78	28
West Virginia	22	29
Wisconsin		65
Wyoming	17	19
Puerto Rico	1	1
Bureau of Indian Affairs	68	115
Total for Those States Reporting	1,890	3,234
Number of States Reporting	36	53

* Less than 1 percent.

CHAPTER 3

ALLOCATION AND COST INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

This chapter presents national and State-by-State information on the 1989-90 funding for the Chapter 1 LEA program for the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs and, where appropriate, compares 1989-90 and 1988-89 funding figures. Information on both total allocations and per-participant Chapter 1 funding is presented, as is the number of concentration grants reported.

CHAPTER 1 LEA PROGRAM ALLOCATIONS

> *Allocations for the Chapter 1 LEA program to the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs for 1989-90 totaled approximately $4.0 billion, a 5 percent increase from the 1988-89 allocations of over $3.8 billion.*[16]

State Chapter 1 allocations for 1989-90 ranged from $5.1 million in Wyoming to over $430 million in New York. All States received increased allocations from 1988-89 to 1989-90 with the exception of Kansas, Montana, Nevada, Ohio, Oklahoma, Vermont, Washington, and the Bureau of Indian Affairs. These decreases ranged from less than 1 percent to 7 percent. Among the States with funding increases, the increases ranged from 1 percent in Colorado, Hawaii, Nebraska, and Oregon to over 18 percent in.Puerto Rico. (Table 3.1)

Ten States and Puerto Rico received grants of over $100 million, and six States received grants of under $10 million.

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[16] The total 1989-90 Chapter 1 allocations also included $12.9 million for American Samoa, Guam, the Trust Territories, Northern Marianas, and the Virgin Islands. These territories are not included in this report, and their funds are not included in the total reported.

CHAPTER 1 ALLOCATION PER PARTICIPANT

> *The average allocation per participant under the Chapter 1 LEA program was $753 in 1989-90. This figure represents virtually no change from the previous year's figure of $756 per participant.*

In 1989-90, for the nation as a whole, the Chapter 1 allocation per participant equalled $753.[17] In individual States, the allocation per participant ranged from a low of $348 in California to a high of $1,576 in the Bureau of Indian Affairs. Only 10 States and Puerto Rico had Chapter 1 allocations per participant of less than $700. Eleven States, the District of Columbia, and the Bureau of Indian Affairs had Chapter 1 allocations per participant of $1,000 or more. (Table 3.2)

CONCENTRATION GRANTS

> *Across the 46 States, the District of Columbia, and Puerto Rico, the reported number of LEAs receiving concentration grants in 1989-90 ranged from 1 in the District of Columbia to 750 in California.*[18]

Concentration grants are designed to augment basic grants in LEAs with very high concentrations of children from low-income families.

Forty-six States, the District of Columbia, and Puerto Rico reported the number of LEAs receiving concentration grants in 1989-90, and across these States, 6,161 concentration grants were reported. The number of grants received ranged from 1 in the District of Columbia to 750 in California. (Table 3.3)

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[17] The Chapter 1 allocations per participant figures were computed in the following way: the allocation to the State for a given year was divided by the number of Chapter 1 participants the State reported during that year. The allocation information was obtained from the ED Budget Office. This calculation does not take into account funds that may have been carried over from the previous year.

[18] The Bureau of Indian Affairs does not receive concentration grant funding.

STATE PROGRAM IMPROVEMENT GRANTS

All 50 States, the District of Columbia, and Puerto Rico received State Program Improvement grants. Nine States and Puerto Rico received grants of more than $90,000 (the minimum grant amount).

State Program Improvement grants are distributed to LEAs for use in establishing and implementing program improvement plans.

All 50 States, the District of Columbia, and Puerto Rico received State Program Improvement grants. In nine States (California, Florida, Illinois, Michigan, New Jersey, New York, Ohio, Pennsylvania, and Texas) the grant amount exceeded the $90,000 minimum. (Table 3.4)

Table 3.1

Chapter 1 LEA Program Allocations and Participation 1988–89 and 1989–90

	Allocation			Total Chapter 1 Participation		
State	1988–89 Basic Grants	1989–90 Basic & Concentration Grants	Percent Change	1988–89	1989–90	Percent Change
Alabama	$77,113,052	$86,147,398	12	122,646	130,028	6
Alaska	6,194,462	6,885,794	11	6,640	5,760	-13
Arizona	37,845,256	44,470,954	18	66,803	69,570	4
Arkansas	45,613,851	47,941,872	5	67,871	67,223	-1
California	370,760,021	396,257,266	7	885,899	1,140,074	29
Colorado	35,945,972	36,364,267	1	38,482	37,516	-3
Connecticut	41,833,153	42,898,643	3	59,629	49,174	-18
Delaware	10,954,662	11,639,311	6	9,996	10,416	4
District of Columbia	17,053,792	18,276,217	7	12,885	12,922	*
Florida	163,825,299	168,118,188	3	150,370	172,290	15
Georgia	102,251,399	114,214,565	12	139,388	142,527	2
Hawaii	11,838,769	11,967,069	1	15,363	14,966	-3
Idaho	10,961,164	11,961,553	9	20,731	23,741	15
Illinois	176,377,863	188,824,120	7	152,627	155,369	2
Indiana	58,867,138	61,863,722	5	103,369	96,963	-6
Iowa	32,153,632	33,673,559	5	40,478	39,436	-3
Kansas	26,246,311	26,048,370	-1	34,915	35,505	2
Kentucky	68,013,830	71,857,753	6	90,678	99,675	10
Louisiana	93,357,789	95,744,751	3	108,404	102,437	-6
Maine	18,058,620	18,961,564	5	26,803	25,597	-4
Maryland	65,844,886	67,157,633	2	77,357	67,923	-12
Massachusetts	90,199,904	93,218,410	3	74,795	75,350	1
Michigan	150,007,334	154,593,029	3	150,765	143,270	-5
Minnesota	46,586,055	48,227,364	4	64,715	64,329	-1
Mississippi	71,765,845	77,691,617	8	104,686	123,634	18
Missouri	62,003,704	65,940,007	6	68,798	72,345	5
Montana	12,142,720	12,119,438	*	14,192	14,072	-1
Nebraska	19,243,001	19,396,206	1	28,650	28,565	*
Nevada	7,484,879	7,478,690	*	11,762	9,861	-16
New Hampshire	9,144,406	9,544,625	4	11,452	12,483	9
New Jersey	126,721,203	132,113,307	4	174,477	174,868	*
New Mexico	28,175,611	31,645,395	12	31,690	34,092	8
New York	399,177,973	430,300,064	8	355,588	363,587	2
North Carolina	90,892,529	94,421,142	4	117,754	114,687	-3
North Dakota	8,555,231	8,883,236	4	10,354	10,192	-2
Ohio	137,667,582	137,407,671	*	139,462	138,027	-1
Oklahoma	40,143,684	39,379,815	-2	60,211	59,072	-2
Oregon	32,177,770	32,408,114	1	41,923	46,255	10
Pennsylvania	193,785,889	194,577,874	*	230,738	217,618	-6
Rhode Island	14,678,985	15,327,713	4	15,163	14,571	-4
South Carolina	60,016,983	62,819,609	5	56,286	57,803	3
South Dakota	10,858,241	12,247,843	13	13,398	14,564	9
Tennessee	81,174,607	84,398,804	4	98,504	107,734	9
Texas	252,976,134	261,324,773	3	416,340	417,601	*
Utah	13,004,523	14,241,558	10	28,480	29,418	3
Vermont	8,750,449	8,585,678	-2	10,144	10,063	-1
Virginia	76,491,391	80,057,424	5	65,135	70,485	8
Washington	47,345,624	46,284,981	-2	64,704	62,132	-4
West Virginia	35,567,715	37,953,051	7	32,862	33,087	1
Wisconsin	57,844,465	59,710,262	3	66,125	69,602	5
Wyoming	4,913,654	5,106,224	4	4,806	4,877	1
Puerto Rico	126,299,805	149,270,807	18	235,291	218,483	-7
Bureau of Indian Affairs	27,247,217	25,217,026	-7	16,289	15,998	-2
Nation	$3,814,156,034	$4,013,166,526	5	5,046,873	5,327,837	6

* Less than 1 percent.

Table 3.2

Allocation Per Participant for the Chapter 1 LEA Program — 1988–89 and 1989–90 a/

State	1988–89 Allocation Per Participant	1989–90 Allocation Per Participant	% Change 88–89 - 89–90
Alabama	$629	$663	5
Alaska	933	1,195	28
Arizona	567	639	13
Arkansas	672	713	6
California	419	348	-17
Colorado	934	969	4
Connecticut	702	872	24
Delaware	1,096	1,117	2
District of Columbia	1,324	1,414	7
Florida	1,089	976	-10
Georgia	734	801	9
Hawaii	771	800	4
Idaho	529	504	-5
Illinois	1,156	1,215	5
Indiana	569	638	12
Iowa	794	854	7
Kansas	752	734	-2
Kentucky	750	721	-4
Louisiana	861	935	9
Maine	674	741	10
Maryland	851	989	16
Massachusetts	1,206	1,237	3
Michigan	995	1,079	8
Minnesota	720	750	4
Mississippi	686	628	-8
Missouri	901	911	1
Montana	856	861	1
Nebraska	672	679	1
Nevada	636	758	19
New Hampshire	798	765	-4
New Jersey	726	756	4
New Mexico	889	928	4
New York	1,123	1,183	5
North Carolina	772	823	7
North Dakota	826	872	5
Ohio	987	996	1
Oklahoma	667	667	*
Oregon	768	701	-9
Pennsylvania	840	894	6
Rhode Island	968	1,052	9
South Carolina	1,066	1,087	2
South Dakota	810	841	4
Tennessee	824	783	-5
Texas	608	626	3
Utah	457	484	6
Vermont	863	853	-1
Virginia	1,174	1,136	-3
Washington	732	745	2
West Virginia	1,082	1,147	6
Wisconsin	875	858	-2
Wyoming	1,022	1,047	2
Puerto Rico	537	683	27
Bureau of Indian Affairs	1,673	1,576	-6
Nation	$756	$753	*

* Less than 1 percent.

a/ The Chapter 1 allocation per participant figures were computed in the following way: the allocation to the State for a given year was divided by the number of Chapter 1 participants the State reported during that year. The allocation information was obtained from the ED Budget Office. This calculation does not take into account funds that may have been carried over from the previous year.

Table 3.3

Number of LEAs Receiving Basic Grants and Number of LEAs Receiving Basic Grants that Also Received Concentration Grants, by State, 1989–90

State	Number of LEAs that Received Basic Grants	Number of LEAs that also Received Concentration Grants
Alabama	128	120
Alaska	55	38
Arizona	227	138
Arkansas	328	283
California	1,007	750
Colorado	174	69
Connecticut	161	15
Delaware		10
District of Columbia	1	1
Florida	67	60
Georgia	185	150
Hawaii	7	4
Idaho	110	75
Illinois	846	
Indiana	299	23
Iowa	430	147
Kansas	301	53
Kentucky	176	
Louisiana	66	61
Maine	168	
Maryland	24	7
Massachusetts	325	24
Michigan	561	137
Minnesota	430	162
Mississippi	156	152
Missouri	603	249
Montana	313	149
Nebraska	405	178
Nevada	16	4
New Hampshire	232	134
New Jersey	594	141
New Mexico	88	70
New York	679	271
North Carolina	134	100
North Dakota	257	202
Ohio	611	172
Oklahoma	591	398
Oregon	294	200
Pennsylvania	499	98
Rhode Island	37	4
South Carolina	91	76
South Dakota	183	144
Tennessee	140	121
Texas	991	530
Utah	40	30
Vermont	251	140
Virginia	133	78
Washington	283	
West Virginia	55	42
Wisconsin	421	33
Wyoming	46	18
Puerto Rico	100	100
Bureau of Indian Affairs	167	—
Total for Those States Reporting Data	14,486	6,161
Number of States Reporting	52	48

Table 3.4

State Program Improvement Grants, by State
1989–90

State	Grant Amount
Alabama	90,000
Alaska	90,000
Arizona	90,000
Arkansas	90,000
California	357,636
Colorado	90,000
Connecticut	90,000
Delaware	90,000
District of Columbia	90,000
Florida	143,398
Georgia	90,000
Hawaii	90,000
Idaho	90,000
Illinois	156,795
Indiana	90,000
Iowa	90,000
Kansas	90,000
Kentucky	90,000
Louisiana	90,000
Maine	90,000
Maryland	90,000
Massachusetts	90,000
Michigan	126,528
Minnesota	90,000
Mississippi	90,000
Missouri	90,000
Montana	90,000
Nebraska	90,000
Nevada	90,000
New Hampshire	90,000
New Jersey	102,534
New Mexico	90,000
New York	340,012
North Carolina	90,000
North Dakota	90,000
Ohio	106,314
Oklahoma	90,000
Oregon	90,000
Pennsylvania	156,577
Rhode Island	90,000
South Carolina	90,000
South Dakota	90,000
Tennessee	90,000
Texas	229,430
Utah	90,000
Vermont	90,000
Virginia	90,000
Washington	90,000
West Virginia	90,000
Wisconsin	90,000
Wyoming	90,000
Puerto Rico	111,775
Bureau of Indian Affairs	0
Nation	5,610,999

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CHAPTER 4

INFORMATION ON THE CHAPTER 1 STATE AGENCY NEGLECTED OR DELINQUENT PROGRAM

This chapter provides an overview of Chapter 1 State Agency Neglected or Delinquent (N or D) program participants and funding for 1989-90. Participation counts are reported by institutional designation (neglected, delinquent, and adult correctional), age span, service area, gender, and race/ethnicity. The 50 States, the District of Columbia, and Puerto Rico reported the total number of individuals receiving services through State Agency N or D programs. The Bureau of Indian Affairs does not receive Chapter 1 State Agency Neglected or Delinquent funding, and Puerto Rico did not receive State Agency N or D funding.

Because State Agency N or D participants are housed in State institutions, the Chapter 1 programs through which they are served are often not administered by the State Educational Agency. The Chapter 1 State Agency N or D programs could be administered, for example, through the State Department of Corrections or the State Bureau of Prisons.

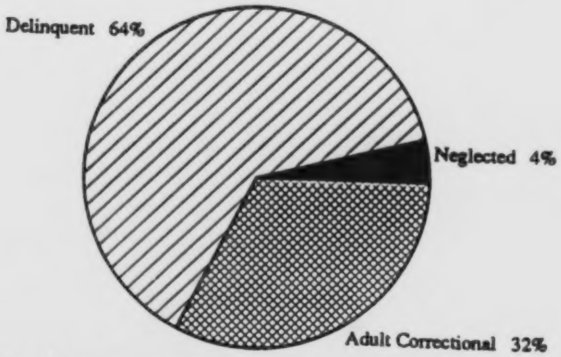
PARTICIPATION BY INSTITUTIONAL DESIGNATION

> *Sixty-four percent of the State Agency N or D participants were classified as delinquent, 32 percent were classified as adult correctional, and 4 percent were classified as neglected.* (Figure 4.1)

The total number of participants in Chapter 1 State Agency N or D programs in 1989-90 was 58,862. Sixty-four percent of these participants were classified as delinquent, 32 percent were classified as adult correctional, and 4 percent were classified as neglected. (Table 4.1) The total number of participants in 1989-90 represented a 10 percent increase over the number of participants in 1988-89; the distribution by institutional designation remained about the same.

Figure 4.1

Chapter 1 State Agency Neglected or Delinquent Participants by Institutional Designation 1989-90



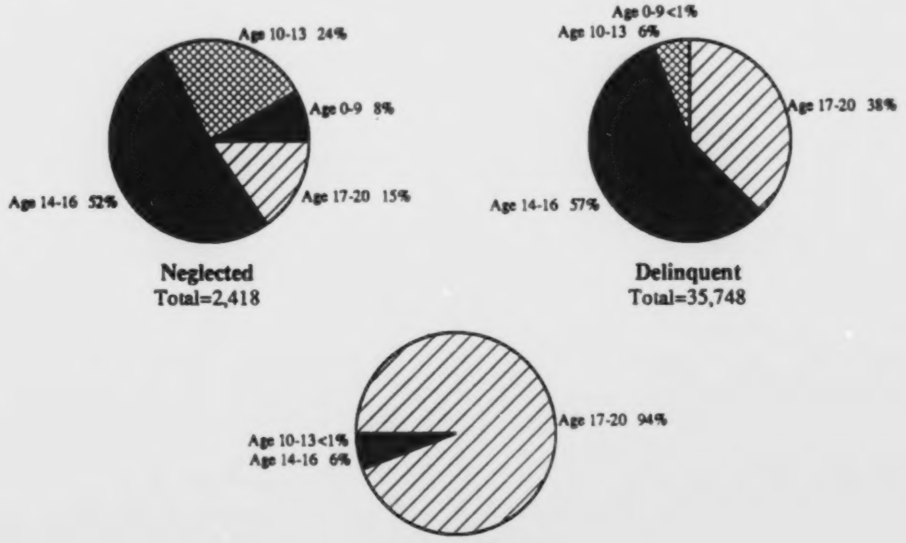
Total Participants = 58,862

PARTICIPATION BY AGE SPAN

Fifty-four percent of the State Agency N or D participants were 17 through 20 years old. By institutional designation, neglected and delinquent participants were concentrated in the 14-16 age span and adult correctional participants were concentrated in the 17-21 age span. (Figure 4.2)

Fifty-four percent of the participants in Chapter 1 State Agency N or D programs in 1989-90 were 17 through 20 years old, the largest age group of participants. Forty percent were 14 through 16 years old, and 5 percent were 13 years or younger. (Table 4.2)

Figure 4.2
Chapter 1 State Agency Neglected or Delinquent Participants by Age Span and Institutional Designation, 1989-90



Neglected
Total=2,418

Delinquent
Total=35,748

Adult Correctional
Total=18,751

Total Participants = 56,917

Fifty-two percent of students classified as neglected and 57 percent of students classified as delinquent were aged 14-16. (Table 4.3) Ninety-four percent of adult correctional participants were aged 17-20. (Table 4.4)

PARTICIPATION BY SERVICE AREA

Instructional Services

About two-thirds of the State Agency N or D participants received reading and two-thirds received mathematics instruction.

Sixty-four percent of all State Agency N or D participants received reading instruction and 62 percent received mathematics instruction. Other language arts was received by 31 percent of the participants and 12 percent of State Agency N or D students received other instructional services. (Table 4.6)

This pattern of service provision is very similar for students classified as delinquent and adult correctional. Students classified as neglected received less reading, other language arts, and mathematics services. (Tables 4.7 and 4.8)

Supporting Services

Attendance, social work and guidance is the only supporting service provided to a substantial number of State Agency N or D participants.

Thirteen percent of all State Agency N or D participants received attendance, social work and guidance services. Less than 5 percent of participants received any of the remaining supporting services (health and nutrition, transportation, and other supporting services). (Table 4.5)

By institutional designation, 19 percent of neglected, 11 percent of delinquent, and 16 percent of adult correctional participants received attendance, social work and guidance services. (Tables 4.6 and 4.7)

Of the remaining services, 5 percent of delinquent participants received health and nutrition and other supporting services. All other services were received by 1 percent or less of the participants by each institutional designation. (Tables 4.6 and 4.7)

CHARACTERISTICS OF STATE AGENCY N OR D PARTICIPANTS

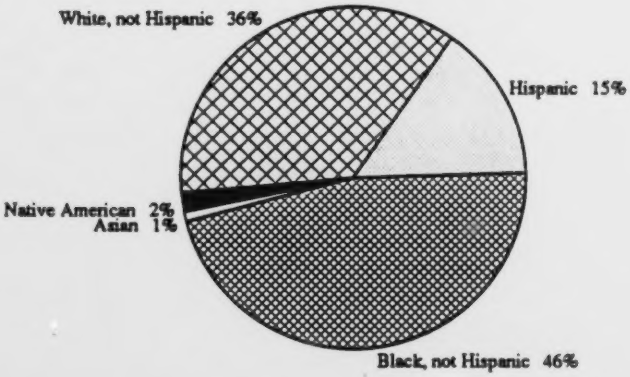
Forty-six percent of the State Agency N or D participants were black, not Hispanic and 91 percent were male. (Figure 4.3)

There were 58,792 participants reported by racial/ethnic classification in 1989-90.[19] Forty-six percent were black, not Hispanic, 36 percent were white, not Hispanic, 15 percent were Hispanic, 2 percent were American Indian or Alaskan Native, and 1 percent were Asian or Pacific Islander. (Table 4.8)

There were 58,722 participants reported by gender in Chapter 1 State Agency N or D programs in 1989-90.[20] Ninety-one percent were male and 9 percent were female. (Table 4.9)

Figure 4.3

Chapter 1 State Agency Neglected or Delinquent Participants by Racial/Ethnic Classification 1989-90



Total participants for which data were reported = 58,792.

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[19] The total reported by racial/ethnic classification is not the same as the total reported by age span because California and Tennessee did not report the same number of participants by racial/ethnic classification as by age span.

[20] The total reported by gender is not the same as the total reported by age span because California, Minnesota, New York, North Carolina, and Tennessee did not report the same number of participants by gender as by age span.

PERCENT OF ELIGIBLE PARTICIPANTS RECEIVING CHAPTER 1 SERVICES

Forty-nine States, the District of Columbia, and Puerto Rico reported 95,185 students eligible to participate in the State Agency N or D program. Among these States, 61 percent of eligible participants received State Agency N or D services.

Among the 49 States, the District of Columbia, and Puerto Rico that reported data on the number of students eligible to participate in Chapter 1, 61 percent of the eligible students received services. The percent of eligible students receiving Chapter 1 services ranged from 30 percent or below in two States (Arkansas and North Carolina) to 100 percent in 8 States (Alaska, Arizona, Hawaii, Idaho, Maine, Mississippi, North Dakota, and Oregon) and Puerto Rico. (Table 4.10)

CHAPTER 1 STATE AGENCY N OR D ALLOCATIONS

The total allocation for the Chapter 1 State Agency N or D program in 1989-90 was $31.6 million.

In 1989-90 the allocation for Chapter 1 State Agency N or D programs was $31.6 million. This was a 3 percent decrease from the 1988-89 funding for the 50 States, the District of Columbia, and Puerto Rico. Levels of funding ranged from $19,998 in Rhode Island to $3.1 million in New York. (Table 4.11)

Eleven States received over $1 million as their Chapter 1 State Agency N or D allocation. Eight of these States (California, Illinois, Michigan, New Jersey, New York, Ohio, Pennsylvania, and Texas) were also among the States receiving the largest Chapter 1 LEA program allocations. Seven States received less than $100,000. (Table 4.11)

Table 4.1

Chapter 1 State Agency Neglected or Delinquent Students by Institutional Designation, 1989-90

	Number	Percent
Neglected	2,418	4
Delinquent	37,454	64
Adult Correctional	18,990	32
Total	58,862	100

Table 4.2

Total Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change in Number
	Number	Percent[a]	Number	Percent[a]	
Total					
Age Span (Years):					
0 - 9	198	*	210	*	6
10 - 13	2,793	5	3,002	5	7
14 - 16	20,663	39	23,647	40	14
17 - 20	29,831	56	32,003	55	7
Total	53,485	100	58,862	100	10

* Less than 1 percent.

[a] Percents may not add to 100 due to rounding.

Table 4.3

Neglected and Delinquent Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Neglected					
Age Span (Years):					
0 - 9	185	8	200	8	8
10 - 13	502	22	585	24	17
14 - 16	1,306	57	1,264	52	-3
17 - 20	315	14	369	15	17
Total	2,308	100	2,418	100	5
Delinquent					
Age Span (Years):					
0 - 9	13	*	10	*	-23
10 - 13	2,290	7	2,374	6	4
14 - 16	18,934	57	21,338	57	13
17 - 20	11,964	36	13,732	37	15
Total	33,201	100	37,454	100	13

* Less than 1 percent.

[a/] Percents may not add to 100 due to rounding.

Table 4.4

Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1988-89 and 1989-90

	1988-89		1989-90		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Adult Correctional					
Age Span (Years):					
0 - 9	0	--	0	--	--
10 - 13	1	*	43	*	4,200
14 - 16	423	2	1,045	6	147
17 - 20	17,552	98	17,902	94	2
Total	17,976	100	18,990	100	6

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

Table 4.5

Total Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1989-90

	Total	
	Number	Percent Served
Instructional		
Reading	37,470	64
Other Language Arts	18,398	31
Mathematics	36,242	62
Other Instructional	6,988	12
Supporting		
Attendance, Social Work, and Guidance	7,765	13
Health and Nutrition	1,844	3
Transportation	465	1
Other Supporting	2,015	3
Participant Count[a]	58,862	

---

[a] This figure represents the number of participants reported by institutional designation. (See Table 4.3)

Table 4.6

Neglected and Delinquent Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1989-90

	Neglected		Delinquent	
	Number	Percent Served	Number	Percent Served
Instructional				
Reading	1,278	53	23,104	62
Other Language Arts	197	8	11,971	32
Mathematics	1,013	42	23,773	63
Other Instructional	362	15	3,101	8
Supporting				
Attendance, Social Work, and Guidance	466	19	4,282	11
Health and Nutrition	31	1	1,772	5
Transportation	11	*	446	1
Other Supporting	11	*	1,837	5
Participant Count[a]	2,418		37,454	

* Less than 1 percent.

[a] These figures represent the number of participants reported by institutional designation. (See Table 4.4)

Table 4.7

Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1989-90

	Adult Correctional	
	Number	Percent Served
Instructional		
Reading	13,088	69
Other Language Arts	6,230	33
Mathematics	11,456	60
Other Instructional	3,525	19
Supporting		
Attendance, Social Work, and Guidance	3,017	16
Health and Nutrition	41	*
Transportation	8	*
Other Supporting	167	1
Participant Count[a]	18,990	

* Less than 1 percent.

[a] This figure represents the number of participants reported by institutional designation. (See Table 4.5)

Table 4.8

Chapter 1 State Agency Neglected or Delinquent Students by Racial/Ethnic Classification -- 1988-89 and 1989-90

Racial/Ethnic Classification	1988-89		1989-90		Percent Change in Number
	Number	Percent	Number	Percent	
American Indian or Alaskan Native	795	1	1,101	2	38
Asian or Pacific Islander	468	1	532	1	14
Black, not Hispanic	26,013	49	27,226	46	5
Hispanic	7,767	15	8,735	15	12
White, not Hispanic	18,395	34	21,198	36	15
Total	53,438[a]	100	58,792[b]	100	10

[a] In 1988-89, the total in this table will not correspond to the total on Table 4.3 because in six States (Colorado, Kansas, Oregon, Texas, Utah, and Washington), the total number reported by racial/ethnic classification was not the same as the total number reported by age span.

[b] In 1989-90, the total will not correspond to the total on Table 4.3 because in two States (California and Tennessee), the total number reported by racial/ethnic classification was not the same as the total number reported by age span.

Table 4.9

Chapter 1 State Agency Neglected or Delinquent Students by Gender -- 1988-89 and 1989-90

Gender	1988-89		1989-90		Percent Change in Number
	Number	Percent	Number	Percent	
Male	47,509	89	53,151	91	12
Female	5,859	11	5,571	9	-5
Total	53,368[a]	100	58,722[b]	100	10

a/ In 1988-89, the total in this table will not correspond to the total on Table 4.3 because in three States (California, Kansas, and Oregon), the total number reported by gender was not the same as the total number reported by age span.

b/ In 1989-90, the total in this table will not correspond to the total on Table 4.3 because in five States (California, Minnesota, New York, North Carolina, and Tennessee), the total number reported by gender was not the same as the total number reported by age span.

Table 4.10

Number and Percent of Eligible State N or D Participants Receiving Chapter 1 Services, by State, 1989-90

State	Number of Students Eligible to Receive Services	Total Number of Participants	Percent of Eligible Students Served
Alabama	1,586	1,433	90
Alaska	200	200	100
Arizona	2,384	2,384	100
Arkansas	978	292	30
California	7,399	2,330	31
Colorado	572	404	71
Connecticut	3,000	1,947	65
Delaware			
District of Columbia	1,591	604	38
Florida	3,150	2,111	67
Georgia	2,805	1,527	54
Hawaii	309	309	100
Idaho	94	94	100
Illinois	3,834	1,785	47
Indiana	2,333	1,619	69
Iowa	812	526	65
Kansas	951	923	97
Kentucky	2,426	1,048	43
Louisiana	1,535	1,080	70
Maine	749	749	100
Maryland	1,432	1,233	86
Massachusetts	1,367	667	49
Michigan	1,821	1,258	69
Minnesota	634	322	51
Mississippi	611	611	100
Missouri	817	624	76
Montana	534	363	68
Nebraska	984	755	77
Nevada	764	319	42
New Hampshire	149	129	87
New Jersey	2,677	1,588	59
New Mexico	1,845	1,539	83
New York	6,473	3,163	49
North Carolina	5,133	1,507	29
North Dakota	72	72	100
Ohio	4,780	2,551	53
Oklahoma	571	406	71
Oregon	1,079	1,079	100
Pennsylvania	1,642	1,385	84
Rhode Island	220	165	75
South Carolina	2,550	1,760	69
South Dakota	178	167	94
Tennessee	2,375	1,175	49
Texas	5,009	2,663	53
Utah	752	604	80
Vermont	429	366	85
Virginia	3,224	3,161	98
Washington	5,605	3,617	65
West Virginia	562	530	94
Wisconsin	1,791	1,284	72
Wyoming	452	215	48
Puerto Rico	1,945	1,945	100
Bureau of Indian Affairs a/	—	—	
Nation b/	95,185	58,588	62
Number of States Reporting	51		

a/ Bureau of Indian Affairs does not receive State N or D funding.

b/ The total participation figure reported here is only for those states which reported eligibility data. As a result, the total figures will not match the participation figures reported in Table 4.2.

Table 4.11

Chapter 1 Allocations for the State Agency Neglected or Delinquent Program — 1988-89 and 1989-90

	State N or D Allocation		
State	1988-89	1989-90	% Change
Alabama	374,364	372,129	-1
Alaska	193,474	197,368	2
Arizona	495,425	628,497	27
Arkansas	237,831	227,219	-4
California	3,225,240	2,971,072	-8
Colorado	325,556	285,753	-12
Connecticut	518,132	464,292	-10
Delaware	162,329	87,816	-46
District of Columbia	223,674	666,876	198
Florida	1,263,010	904,090	-28
Georgia	811,645	754,057	-7
Hawaii	93,308	80,357	-14
Idaho	83,052	66,079	-20
Illinois	1,169,123	1,036,819	-11
Indiana	658,934	667,190	1
Iowa	346,994	314,256	-9
Kansas	652,905	594,716	-9
Kentucky	442,944	499,650	13
Louisiana	649,164	580,220	-11
Maine	207,436	188,260	-9
Maryland	1,231,134	1,118,127	-9
Massachusetts	642,710	666,007	4
Michigan	1,388,566	1,248,002	-10
Minnesota	264,695	241,085	-9
Mississippi	308,929	263,736	-15
Missouri	339,997	345,154	2
Montana	174,202	140,334	-19
Nebraska	114,931	168,800	47
Nevada	227,686	210,055	-8
New Hampshire	78,663	83,288	6
New Jersey	1,412,829	1,409,396	*
New Mexico	278,302	234,811	-16
New York	3,326,803	3,153,535	-5
North Carolina	1,128,124	1,308,249	16
North Dakota	46,732	45,052	-4
Ohio	1,774,712	1,636,868	-8
Oklahoma	177,227	142,592	-20
Oregon	700,628	661,877	-6
Pennsylvania	1,139,252	1,057,709	-7
Rhode Island	14,157	19,998	41
South Carolina	817,143	694,682	-15
South Dakota	94,693	84,628	-11
Tennessee	855,688	770,922	-10
Texas	1,483,633	1,252,546	-16
Utah	153,520	154,764	1
Vermont	130,996	138,871	6
Virginia	745,051	614,257	-18
Washington	63,000	1,011,151	1505
West Virginia	259,191	201,130	-22
Wisconsin	641,693	621,067	-3
Wyoming	192,530	163,459	-15
Puerto Rico	210,043	167,132	-20
Total	32,552,000	31,616,000	-3

* Less than 1 percent.

APPENDICES

APPENDIX A

METHODOLOGY

State Performance Reports for the ESEA Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program funded in school year 1989-90 were submitted to the U.S. Department of Education (ED) in the winter and early spring of 1991. These reports consisted of participation data and achievement data. Upon receipt of the reports, personnel at ED entered the participation data into Lotus 1-2-3 files and performed preliminary internal consistency checks on the data. These checks consisted of verifying that the totals for gender, year of birth, grade, and racial/ethnic group equalled the sum of their parts. In addition, comparisons were made between the 1988-89 data and the 1989-90 data. When discrepancies were found, the reporting offices were contacted for additional information and initial updates were made to the files.

Westat, Inc. was contracted by the Office of Policy and Planning to review, correct, and summarize the State Performance Reports. Westat received the performance data, which were already in Lotus 1-2-3 files, and the achievement data from ED.

The achievement data were entered into Lotus 1-2-3 files by Westat. This process involved creating files for the annual testing cycle for students tested in basic and advanced skills in reading, mathematics, and other language arts (basic skills only). The annual cycle consisted of both fall-fall and spring-spring testing and, when necessary, the two were combined into one overall annual achievement figure.

After all the data were entered, data checks were conducted. The purpose of the data checks was to flag potential problems, not to claim that the information was necessarily in error. In the case of the participation data, particular emphasis was placed on changes from 1988-89 to 1989-90 that appeared to be very high, taking into account both the absolute numbers and the percentage involved. No specific percentage was targeted, but any shifts that might indicate new programmatic trends were noted. These changes were highlighted on State-by-State listings of the reported data.

For the achievement data, any 1989-90 gain in a State that differed by more than two standard deviations from the 1988-89 national overall gain for each grade and test cycle was highlighted. For example, the 1988-89 national NCE gain score for grade 2 reading on an annual test cycle was 3.4. State NCE gain scores for grade 2 reading on an annual cycle in 1989-90 that were above 9.8 or below -3.0 were more than two standard deviations from the national overall gain score from the previous year and would have been highlighted by the edit check process. An additional check on the achievement data was to compare the total number of students tested to the total number of students receiving services.

The highlighted State-by-State listings were then sent by Westat to the State Chapter 1 coordinators with a letter explaining the edit check process. One week after the State-by-State listings were sent, Westat began contacting the Chapter 1 coordinators by telephone to verify that highlighted items were correct or to receive explanations for reported year-to-year changes.

In several instances, States provided revisions to their 1988-89 and/or their 1989-90 data.[26] In most cases, the information was correct, and explanations were provided for the highlighted items. Additional revisions were made by Westat to distribute participants with unknown demographic characteristics.

At the conclusion of this process, Westat entered the revisions into the Chapter 1 data bases and produced three documents for ED. These documents were a Preliminary Tabulations Report, a State Feedback Report for each State educational agency, and this summary report entitled *A Summary of State Chapter 1 Participation and Achievement Information for 1989-90*.

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[26] To the extent that States revised their figures for 1988-89, the numbers found in this report will not correspond to those found in previous documents displaying State Performance Report information.

APPENDIX B

DATA COLLECTION FORM, SCHOOL YEAR 1989-90

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/92

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

INSTRUCTIONS FOR COMPLETING STATE PERFORMANCE REPORT (CHAPTER 1 BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT)

PART I. CHAPTER 1 PARTICIPATION INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of local educational agencies (LEAs) that received (1) Chapter 1 Basic Grants and (2) Chapter 1 Concentration Grants.

ITEM B. Enter the number of public schools that operated Chapter 1 projects during the regular school year.

ITEM C. Enter the number of public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged (i.e., children whose educational attainment is below the level that is appropriate for children of their age). Note: include in children in all eligible attendance areas and all grades (K-12), whether or not the attendance area or grade is participating in the Chapter 1 program.

ITEM D1. Enter the number of Chapter 1 participants during the regular school year by gender. Enter total.

ITEM D2. Enter the number of Chapter 1 participants during the regular school year who were of each designated racial/ethnic group. Enter total.

ITEM D3. Enter the number of Chapter 1 participants born in each indicated year. Enter total.

ITEM D4. Enter for each grade the number of Chapter 1 participants during the regular school year in (a) public schools, (b) nonpublic schools, and (c) local institutions for the neglected or delinquent (n or d). Do not include students in State institutions. Enter combined public, nonpublic, local n or d total. The totals for items D1, D2, D3 and D4 should be the same. If not, explain any discrepancies.

ITEM D5. Enter the number of participants in D4 with handicapping conditions (i.e., children with individualized educational plans required by P.L. 94-142).

ITEM D6. Enter the number of participants in D4 with limited English proficiency as determined by State or local criteria.

ITEM E. Enter the number of participants who received each category of service as (a) public school students, (b) nonpublic school students, or (c) students from local institutions for the n or d. Enter the total of each category of service in the last column.

PART II. CHAPTER 1 STAFF INFORMATION

Enter the number of full-time equivalent staff during the regular school year funded by Chapter 1 according to job category. "Staff providing supporting services" should include only non-clerical staff providing the supporting services listed in Part I, Item E.

PART III. CHAPTER 1 PROGRAM INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of school districts that have schools planning or implementing School Program Improvement plans, under Section 1021 of the Act.

ITEM B. Enter the number ~~of schools that are planning and/or implementing School Program Improvement plans under~~ Section 1021 of the Act.

ITEM C. Enter the number of schools that have school wide projects, under Section 1015 of the Act.

ITEM D. Enter the number of school districts that have innovative projects, as specified in Section 1011(b) of the Act.

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION - REGULAR SCHOOL TERM

Complete a separate page (use extra sheets as necessary) for achievement data for each subject matter area listed, and mark the appropriate label. In assessing achievement in language arts, an LEA may use tests designed to measure language arts or reading.

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/92

U.S. DEPARTMENT OF EDUCATION

Public reporting burden for this collection is estimated to average 440.9 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1810-0037, Washington, D.C. 20503.

STATE PERFORMANCE REPORT

CHAPTER 1, BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT

Each State educational agency (SEA) shall collect data on the race, age, gender, number of children served by grade level and number with handicapping conditions served by programs assisted under this chapter and annually submit such data to the Secretary. In accordance with national standards, each SEA shall conduct an evaluation of the programs assisted under this chapter at least every two years and submit that evaluation to the Secretary. (Section 1019 of Chapter 1 of Title I of ESEA)

SCHOOL YEAR __________

NAME OF STATE EDUCATIONAL AGENCY (SEA) OFFICE OR UNIT SUBMITTING THIS REPORT

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

NAME OF PERSON TO BE CONTACTED ABOUT THIS REPORT	TITLE

CONTACTS TELEPHONE NUMBER (AREA CODE NUMBER AND EXTENSION)

INFORMATION, COMMENTS, AND RECOMMENDATIONS ON SOURCES OF DATA, METHODS OF SECURING AND COMPILING DATA, AND RECOMMENDATIONS FOR FUTURE STATE REPORTS

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THIS SEA.

SIGNATURE	TITLE	DATE

ED 10-6862
REVISED 11/88

OMB No. 1810-0037
Exp. Date: 07/31/92

PART I. CHAPTER 1 PARTICIPATION INFORMATION REGULAR SCHOOL TERM

____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

A. GIVE THE NUMBER OF SCHOOL DISTRICTS RECEIVING CHAPTER 1 FUNDS.

______ BASIC GRANTS ______ CONCENTRATION GRANTS

B. GIVE THE NUMBER OF SCHOOLS OPERATING CHAPTER 1 PROJECTS.

______

C. GIVE THE NUMBER OF CHILDREN ELIGIBLE TO PARTICIPATE IN CHAPTER 1 DURING THE REGULAR TERM. ______ PUBLIC ______ NONPUBLIC

D. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM.

1. BY GENDER ______ MALE ______ FEMALE ______ TOTAL

2. BY RACIAL/ETHNIC GROUP
   ______ AMERICAN INDIAN OR ALASKAN NATIVE
   ______ ASIAN OR PACIFIC ISLANDER
   ______ BLACK, NOT HISPANIC
   ______ HISPANIC
   ______ WHITE, NOT HISPANIC
   ______ TOTAL

3. BY YEAR OF BIRTH

1968 ______
1969 ______
1970 ______
1971 ______
1972 ______
1973 ______
1974 ______
1975 ______
1976 ______
1977 ______
1978 ______
1979 ______
1980 ______
1981 ______
1982 ______
1983 ______
1984 ______
1985 ______
1986 ______
1987 ______
1988 ______
TOTAL ______

4. BY GRADE AND PUBLIC / NONPUBLIC / LOCAL NEGLECTED OR DELINQUENT DESIGNATION

GRADE	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
PRE-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

PART I. CHAPTER PARTICIPATION INFORMATION REGULAR SCHOOL TERM (CON'T)

OMB No. 1810-0037
Exp. Date: 07/31/92

____
STATE NAME

EXPLAIN ANY DISCREPANCIES AMONG THE TOTAL COUNTS REPORTED IN RESPONSE TO QUESTIONS D 1-4.

______ 5. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS.

______ 6. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF LIMITED ENGLISH PROFICIENT STUDENTS.

E. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM BY TYPE OF SERVICE AND PUBLIC / NONPUBLIC / INSTITUTIONAL DESIGNATION.

SERVICE AREA	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER (SPECIFY)				
SUPPORTING				
GUIDANCE SOCIAL WORK				
HEALTH NUTRITION				
PUPIL TRANSPORTATION				
OTHER (SPECIFY)				

OMB No. 1810-0037
Exp. Date: 07/31/92

PART II. CHAPTER 1 STAFF INFORMATION

____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:
GIVE THE NUMBER OF STAFF EMPLOYED IN CHAPTER 1 PROJECTS DURING THE REGULAR TERM. REPORT IN FULL-TIME EQUIVALENTS BY JOB CLASSIFICATION.

JOB CLASSIFICATION	FULL-TIME EQUIVALENTS
ADMINISTRATORS (NON CLERICAL)	
TEACHERS	
TEACHER AIDES	
STAFF PROVIDING SUPPORTING SERVICES (NON CLERICAL)	
CLERICAL STAFF	
OTHER (SPECIFY)	

PART III. CHAPTER 1 PROGRAM INFORMATION REGULAR SCHOOL TERM

FOR THE PERIOD COVERED BY THIS REPORT:

______ GIVE THE NUMBER OF LEAs WITH SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

______ GIVE THE NUMBER OF SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

______ GIVE THE NUMBER OF SCHOOLS OPERATING SCHOOLWIDE PROJECTS.

______ GIVE THE NUMBER OF LEAs OPERATING INNOVATIVE PROJECTS.

OMB No. 1810-0037
Exp. Date: 07/31/92

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM

____
STATE NAME

SUBJECT MATTER: BASIC SKILLS _____ READING _____ MATHEMATICS

_____ OTHER LANGUAGE ARTS

ADVANCED SKILLS _____ READING COMPREHENSION

_____ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

A. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR ANNUAL EVALUATIONS.

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

_____ B. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:
_____ FROM ALL SCHOOL DISTRICTS
_____ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN
_____ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

OMB No. 1810-0037
Exp. Date: 07/31/92

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM (CON'T)

____
STATE NAME

SUBJECT MATTER: BASIC SKILLS ______ READING ______ MATHEMATICS

______ OTHER LANGUAGE ARTS

ADVANCED SKILLS ______ READING COMPREHENSION

______ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

C. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR FALL-SPRING EVALUATIONS (ONLY FOR SCHOOL YEARS 1988-89 AND 1989-90)

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

______ D. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:

______ FROM ALL SCHOOL DISTRICTS
______ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN
______ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

OMB No. 1810-0037
Exp. Date: 07/31/92

PART V. PARTICIPATION INFORMATION--NEGLECTED OR DELINQUENT CHILDREN IN STATE ADMINISTERED INSTITUTIONS

____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

______ A. GIVE THE NUMBER OF INSTITUTIONS PROVIDING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR.

B. GIVE THE NUMBER OF CHILDREN IN INSTITUTIONS

______ 1. ELIGIBLE FOR CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

______ 2. RECEIVING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

3. OF THOSE INDICATED IN B2 ABOVE PROVIDE THE NUMBER SERVED:

a. BY GENDER ______ MALE ______ FEMALE ______ TOTAL

b. BY RACIAL/ETHNIC GROUP

______ AMERICAN INDIAN OR ALASKAN NATIVE
______ ASIAN OR PACIFIC ISLANDER
______ BLACK, NOT HISPANIC
______ HISPANIC
______ WHITE, NOT HISPANIC
______ TOTAL

c. BY AGE AND INSTITUTIONAL DESIGNATION

AGE	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
0-9				
10-13				
14-16				
17-20				
TOTAL				

ARE THE TOTALS IN B3(a, b, AND c) THE SAME? ______ YES ______ NO
IF NOT, EXPLAIN ANY DISCREPANCIES.

C. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS BY TYPE OF SERVICES AND INSTITUTIONAL DESIGNATION.

SERVICE AREA	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER(SPECIFY)				

SUPPORTING			
GUIDANCE SOCIAL WORK			
HEALTH NUTRITION			
PUPIL TRANSPORTATION			
OTHER(SPECIFY)			

APPENDIX C

SELECTED CHAPTER 1 PARTICIPATION, SERVICE, AND STAFFING INFORMATION

This appendix presents the following tables:

- Table C.1 -- Chapter 1 total participants by grade -- 1988-89 and 1989-90;
- Table C.2 -- Chapter 1 public participants by grade -- 1988-89 and 1989-90;
- Table C.3 -- Chapter 1 nonpublic participants by grade -- 1988-89 and 1989-90;
- Table C.4 -- Chapter 1 local N or D participants by grade -- 1988-89 and 1989-90;
- Table C.5 -- number and percent of total Chapter 1 participants by grade span and by State, 1979-80 through 1989-90;
- Table C.6 -- number and percent of Chapter 1 public and nonpublic participants who received reading and mathematics, by State -- 1979-80 through 1989-90; and
- Table C.7 -- number and percent of Chapter 1-funded FTE staff by classification, by State -- 1979-80 through 1989-90.

Table C.1

Chapter 1 Total Participants by Grade -- 1988-89 and 1989-90

Grade	1988-89		1989-90		Percent Change in Number
	Number	Percent[a]	Number	Percent[a]	
Pre-K	76,745	2	81,839	2	7
Kindergarten	319,898	6	350,748	7	10
1	692,651	14	740,021	14	7
2	675,470	13	719,223	13	6
3	642,608	13	700,208	13	9
4	599,410	12	630,699	12	5
5	523,401	10	552,761	10	6
6	430,515	9	442,358	8	3
7	320,489	6	335,864	6	5
8	283,469	6	289,412	5	2
9	213,119	4	214,000	4	*
10	126,407	3	127,181	2	1
11	81,228	2	84,628	2	4
12	58,373	1	57,036	1	-2
Ungraded[b]	3,090	*	1,859	*	-40
Total	5,046,873	100	5,327,837	100	6

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Ungraded participants were reported by nine States (Colorado, Connecticut, Illinois, Michigan, Mississippi, Rhode Island, Vermont, Washington, and Wisconsin) in 1988-89 and by eight States (Colorado, Connecticut, Delaware, Illinois, Maryland, Michigan, Rhode Island, and West Virginia) in 1989-90.

Table C.2

Chapter 1 Public Participants by Grade -- 1988-89 and 1989-90

Grade	1988-89		1989-90		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	76,072	2	81,366	2	7
Kindergarten	314,087	7	343,587	7	9
1	673,613	14	719,348	14	7
2	652,154	14	693,522	14	6
3	616,313	13	671,010	13	9
4	573,822	12	601,767	12	5
5	499,396	10	523,189	10	5
6	409,643	9	413,859	8	1
7	302,262	6	309,411	6	2
8	265,218	6	269,919	5	2
9	193,114	4	189,513	4	-2
10	104,606	2	101,704	2	-3
11	60,053	1	59,876	1	*
12	35,150	1	35,760	1	2
Ungraded[b/]	2,140	*	803	*	-62
Total	4,777,643	100	5,014,634	100	5

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Public ungraded participants were reported by seven States (Colorado, Connecticut, Illinois, Michigan, Mississippi, Rhode Island, and Vermont) in 1988-89 and six States (Colorado, Connecticut, Delaware, Illinois, Michigan, and Rhode Island) in 1989-90.

Table C.3

Chapter 1 Nonpublic Participants by Grade -- 1988-89 and 1989-90

Grade	1988-89		1989-90		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	445	*	338	*	-24
Kindergarten	5,136	4	6,396	4	25
1	17,360	13	18,969	12	9
2	21,404	16	23,953	16	12
3	21,515	16	24,134	16	12
4	19,165	14	21,365	14	11
5	16,744	12	17,106	11	2
6	13,962	10	14,006	9	*
7	9,453	7	9,829	6	4
8	6,929	5	7,985	5	15
9	2,475	2	3,628	2	47
10	1,236	1	1,918	1	55
11	841	1	1,295	1	54
12	674	*	998	1	48
Ungraded[b/]	317	*	28	*	-91
Total	137,656	100	151,948	100	10

* Less than 1 percent.

[a/] Percents may not add to 100 due to rounding.

[b/] Nonpublic ungraded participants were reported by three States (Illinois, Mississippi, and Washington) in 1988-89 and by one State (Illinois) in 1989-90.

Table C.4

Chapter 1 Local N or D Participants by Grade -- 1988-89 and 1989-90

Grade	1988-89		1989-90		Percent Change in Number
	Number	Percent[a]	Number	Percent[a]	
Pre-K	228	*	135	*	-41
Kindergarten	675	1	765	*	13
1	1,678	1	1,704	1	2
2	1,912	1	1,748	1	-9
3	4,780	4	5,064	3	6
4	6,423	5	7,567	5	18
5	7,261	6	12,466	8	72
6	6,910	5	14,493	9	110
7	8,774	7	16,624	10	89
8	11,322	9	11,508	7	2
9	17,530	13	20,859	13	19
10	20,565	16	23,559	15	15
11	20,334	15	23,457	15	15
12	22,549	17	20,278	13	-10
Ungraded[b]	633	*	1,028	1	62
Total	131,574	100	161,255	100	23

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Local N or D ungraded participants were reported by six States (Colorado, Connecticut, Michigan, Rhode Island, Washington, and Wisconsin) in 1988-89 and by seven States (Colorado, Connecticut, Illinois, Maryland, Michigan, Rhode Island, and West Virginia) in 1989-90.

Table C.5

Number and Percent of Total Chapter 1 Participants by Grade Span and by State, 1979-80 through 1989-90

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Nation	1979-80	61,293	1	278,750	5	1,968,295	38	1,728,557	33	902,038	17	223,361	4	528	0	5,162,822
	1980-81	56,292	1	285,523	6	1,856,221	37	1,698,168	33	940,748	19	238,691	5	164	0	5,075,807
	1981-82	42,619	1	262,274	6	1,660,870	36	1,567,277	34	840,804	18	242,863	5	1,824	0	4,618,531
	1982-83	38,554	1	275,084	6	1,654,265	37	1,507,785	34	764,264	17	205,705	5	1,977	0	4,447,634
	1983-84	44,197	1	277,960	6	1,694,710	37	1,498,960	33	819,580	18	237,119	5	111	0	4,572,635
	1984-85	40,147	1	301,339	6	1,765,917	37	1,503,632	32	861,670	18	239,461	5	543	0	4,712,709
	1985-86	61,859	1	310,921	7	1,831,093	39	1,488,419	31	817,626	17	227,437	5	2,515	0	4,739,870
	1986-87	57,811	1	294,864	6	1,877,298	40	1,471,594	31	797,543	17	220,260	5	6,275	0	4,732,661
	1987-88	68,538	1	316,938	6	1,993,561	40	1,526,272	31	806,208	16	231,174	5	1,957	0	4,944,648
	1988-89	76,745	2	319,898	6	2,010,729	40	1,553,326	31	817,077	16	266,008	5	3,090	0	5,046,873
	1989-90	81,839	2	350,748	7	2,159,452	41	1,625,818	31	839,276	16	268,845	5	1,859	0	5,327,837
Alabama	1979-80	0	0	10,725	8	60,480	46	44,424	34	14,453	11	767	1	0	0	130,849
	1980-81	0	0	12,294	9	58,650	45	44,221	34	14,946	11	1,515	1	0	0	131,626
	1981-82	0	0	12,177	10	55,979	46	41,499	34	11,109	9	1,367	1	0	0	122,131
	1982-83	0	0	13,273	12	49,433	45	38,140	34	8,412	8	1,685	2	0	0	110,943
	1983-84	0	0	10,796	10	48,868	47	34,581	33	8,246	8	1,733	2	0	0	104,224
	1984-85	0	0	7,958	7	53,980	47	41,094	35	10,689	9	2,166	2	0	0	115,887
	1985-86	0	0	5,526	5	59,847	51	41,362	35	9,692	8	1,228	1	0	0	117,655
	1986-87	0	0	4,535	4	60,146	52	39,943	35	9,054	8	1,100	1	0	0	114,778
	1987-88	92	0	5,597	5	62,913	52	41,748	34	9,792	8	917	1	0	0	121,059
	1988-89	460	0	5,742	5	61,246	50	42,402	35	11,890	10	906	1	0	0	122,646
	1989-90	279	0	7,642	6	61,933	48	44,898	35	12,923	10	2,353	2	0	0	130,028
Alaska	1979-80	253	5	200	4	1,624	30	1,671	30	1,182	22	552	10	0	0	5,482
	1980-81	209	4	210	4	1,473	31	1,495	32	948	20	353	8	0	0	4,688
	1981-82	241	5	164	3	1,392	29	1,486	31	905	19	587	12	0	0	4,775
	1982-83	224	5	185	4	1,570	34	1,493	33	712	16	380	8	0	0	4,564
	1983-84	302	7	164	4	1,521	35	1,530	35	632	14	241	5	0	0	4,390
	1984-85	266	6	210	5	1,722	41	1,345	32	475	11	199	5	0	0	4,217
	1985-86	137	3	217	5	1,919	45	1,328	31	544	13	156	4	0	0	4,301
	1986-87	172	4	271	6	2,094	44	1,477	31	554	12	172	4	0	0	4,740
	1987-88	176	3	163	3	2,355	47	1,605	32	559	11	178	4	0	0	5,036
	1988-89	296	4	209	3	2,751	41	2,139	32	858	13	387	6	0	0	6,640
	1989-90	128	2	254	4	2,626	46	2,027	35	546	9	179	3	0	0	5,760

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Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Arizona	1979-80	60	0	3,810	6	23,499	35	18,738	28	16,140	24	4,950	7	0	0	67,197
	1980-81	873	1	4,710	7	19,590	28	20,943	29	17,304	24	7,596	11	0	0	71,016
	1981-82	492	1	2,547	6	14,382	33	11,298	26	11,115	26	3,747	9	0	0	43,581
	1982-83	84	0	4,296	10	13,218	32	12,141	30	8,577	21	2,691	7	0	0	41,007
	1983-84	804	2	3,945	9	10,299	24	10,947	26	11,184	26	5,398	13	0	0	42,777
	1984-85	726	2	3,879	9	17,118	38	12,741	28	9,099	20	1,890	4	0	0	45,453
	1985-86	153	0	3,108	5	21,768	35	19,569	31	14,058	22	4,170	7	0	0	62,826
	1986-87	579	1	2,571	5	16,206	32	15,963	31	11,145	22	4,641	9	0	0	51,105
	1987-88	749	1	2,714	5	18,656	34	14,407	26	12,687	23	5,569	10	0	0	54,782
	1988-89	567	1	3,997	6	24,850	37	19,477	29	13,578	20	4,334	6	0	0	66,803
	1989-90	1,044	2	4,791	7	26,849	39	19,751	28	12,038	17	5,097	7	0	0	69,570
Arkansas	1979-80	182	0	2,638	3	28,000	33	28,930	34	18,630	22	6,191	7	0	0	84,571
	1980-81	190	0	2,819	3	27,390	33	27,763	34	18,237	22	5,948	7	0	0	82,347
	1981-82	0	0	2,701	4	25,783	36	25,629	36	13,515	19	3,807	5	0	0	71,435
	1982-83	0	0	3,097	5	25,611	38	23,950	36	11,597	17	2,892	4	0	0	67,147
	1983-84	0	0	2,621	4	26,245	39	23,443	35	12,104	18	2,642	4	0	0	67,055
	1984-85	0	0	2,916	4	25,629	38	22,631	34	13,404	20	2,279	3	0	0	66,859
	1985-86	0	0	3,269	5	26,215	40	22,033	34	12,189	19	2,022	3	0	0	65,728
	1986-87	0	0	3,419	5	26,246	42	20,270	32	11,001	18	1,524	2	0	0	62,460
	1987-88	0	0	4,396	7	26,771	42	20,990	33	9,806	15	1,457	2	0	0	63,420
	1988-89	81	0	5,249	8	27,936	41	21,921	32	11,358	17	1,326	2	0	0	67,871
	1989-90	24	0	5,426	8	27,390	41	22,279	33	10,445	16	1,659	2	0	0	67,223
California	1979-80	2,739	0	60,978	10	190,668	33	181,596	31	109,064	19	41,449	7	0	0	586,494
	1980-81	0	0	54,926	10	167,196	31	154,848	29	107,761	20	47,944	9	0	0	532,675
	1981-82	2,677	1	55,612	10	162,953	31	148,978	28	103,521	19	58,236	11	0	0	531,977
	1982-83	1,635	0	66,267	11	194,470	33	167,725	28	110,710	19	49,080	8	0	0	589,887
	1983-84	2,048	0	66,781	11	207,999	33	175,914	28	120,039	19	53,122	8	0	0	625,901
	1984-85	2,029	0	73,201	11	221,134	34	184,720	28	123,227	19	53,132	8	0	0	657,443
	1985-86	3,363	1	73,009	11	223,394	34	183,668	28	121,853	18	53,664	8	0	0	658,951
	1986-87	2,576	0	85,439	11	267,543	34	220,194	28	143,553	18	62,616	8	0	0	781,921
	1987-88	2,591	0	77,810	9	306,940	35	252,854	29	158,078	18	68,603	8	0	0	866,876
	1988-89	3,017	0	78,756	9	288,105	33	245,858	28	159,860	18	110,303	12	0	0	885,899
	1989-90	2,222	0	104,770	9	405,724	36	313,271	27	191,694	17	122,393	11	0	0	1,140,074
Colorado	1979-80	1,442	4	1,202	3	13,270	33	10,918	27	9,513	24	3,639	9	0	0	39,984
	1980-81	1,445	4	1,123	3	12,591	33	11,031	29	8,956	23	3,527	9	0	0	38,673
	1981-82	1,291	4	1,031	3	11,851	33	10,354	29	7,824	22	3,080	9	0	0	35,431
	1982-83	1,160	3	1,297	4	11,946	35	9,512	28	7,596	23	2,216	7	0	0	33,727
	1983-84	947	3	1,354	4	12,730	37	9,687	28	7,780	23	1,915	6	0	0	34,413
	1984-85	1,002	3	2,164	6	14,565	38	10,643	28	8,032	21	1,768	5	0	0	38,174
	1985-86	1,452	4	2,935	8	14,962	38	9,758	25	8,111	21	1,758	4	120	0	39,096
	1986-87	1,090	3	2,210	6	15,278	42	9,415	26	6,295	17	1,644	5	156	0	36,088
	1987-88	1,211	3	2,306	6	15,285	42	9,164	25	6,502	18	1,896	5	0	0	36,364
	1988-89	1,615	4	2,449	6	16,518	43	10,140	26	5,849	15	1,797	5	114	0	38,482
	1989-90	1,481	4	2,055	5	16,308	43	9,661	26	5,965	16	1,766	5	280	1	37,516

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Connecticut	1979-80	4,756	8	4,090	7	21,844	36	16,637	27	9,876	16	2,966	5	334	1	60,503
	1980-81	4,529	7	4,181	7	19,668	32	17,472	28	10,928	18	4,535	7	0	0	61,313
	1981-82	2,447	5	3,265	7	15,602	32	13,651	28	10,206	21	3,044	6	0	0	48,216
	1982-83	1,539	5	2,174	7	11,153	34	9,153	28	6,776	21	1,925	6	0	0	32,720
	1983-84	1,565	3	3,017	6	16,983	33	14,860	29	10,229	20	4,305	8	0	0	50,959
	1984-85	1,890	3	4,009	7	17,959	32	15,175	27	11,852	21	4,761	9	0	0	55,646
	1985-86	1,915	4	2,913	5	16,842	31	14,057	26	12,648	23	5,515	10	0	0	53,890
	1986-87	1,786	3	3,882	7	16,375	30	13,485	25	9,595	18	4,895	9	4,456	8	54,474
	1987-88	2,305	4	3,210	6	18,042	33	14,842	27	11,683	21	5,000	9	199	0	55,281
	1988-89	2,277	4	3,131	5	18,905	32	16,656	28	12,590	21	5,572	9	498	1	59,629
	1989-90	1,672	3	2,279	5	17,053	35	14,467	29	9,754	20	3,222	7	727	1	49,174
Delaware	1979-80	31	0	712	6	5,115	42	5,244	43	861	7	204	2	0	0	12,167
	1980-81	29	0	590	5	4,832	45	4,295	40	893	8	203	2	0	0	10,842
	1981-82	8	0	557	6	4,007	45	3,298	37	749	8	219	2	0	0	8,838
	1982-83	43	0	601	7	4,428	51	2,884	33	515	6	193	2	0	0	8,664
	1983-84	26	0	795	9	4,336	49	2,941	33	496	6	201	2	0	0	8,795
	1984-85	36	0	888	8	5,289	51	3,259	31	746	7	250	2	0	0	10,468
	1985-86	28	0	854	9	4,790	50	3,319	34	520	5	156	2	0	0	9,667
	1986-87	21	0	1,467	14	5,309	49	3,250	30	510	5	188	2	0	0	10,745
	1987-88	43	0	1,292	12	5,588	52	2,958	28	746	7	80	1	0	0	10,707
	1988-89	43	0	1,244	12	5,250	53	2,539	25	740	7	180	2	0	0	9,996
	1989-90	0	0	1,463	14	5,744	55	2,704	26	439	4	54	1	12	0	10,416
D. C.	1979-80	0	0	2,872	17	8,606	51	425	3	4,233	25	750	4	0	0	16,886
	1980-81	0	0	2,803	16	8,809	49	1,379	8	4,291	24	750	4	0	0	18,032
	1981-82	0	0	2,004	14	7,909	54	1,307	9	3,420	23	0	0	0	0	14,640
	1982-83	0	0	0	0	6,402	41	6,809	44	2,283	15	95	1	0	0	15,589
	1983-84	0	0	0	0	5,334	41	5,793	44	1,948	15	0	0	0	0	13,075
	1984-85	0	0	3,874	25	5,749	36	4,665	30	1,483	9	37	0	0	0	15,808
	1985-86	0	0	2,703	17	5,519	34	5,819	36	2,172	13	0	0	0	0	16,213
	1986-87	0	0	1,329	8	5,677	36	5,470	34	3,404	21	101	1	0	0	15,981
	1987-88	0	0	2,504	15	5,592	34	5,651	35	2,488	15	30	0	0	0	16,265
	1988-89	0	0	2,672	21	4,471	35	3,686	29	2,056	16	0	0	0	0	12,885
	1989-90	0	0	2,335	18	4,411	34	3,985	31	2,191	17	0	0	0	0	12,922
Florida	1979-80	666	0	9,677	6	79,560	50	52,962	34	11,783	7	3,235	2	0	0	157,883
	1980-81	840	1	12,150	8	70,162	46	48,932	32	16,176	11	4,959	3	0	0	153,219
	1981-82	777	1	3,610	3	57,947	44	49,023	38	13,532	10	5,542	4	0	0	130,431
	1982-83	860	1	4,021	3	58,182	41	57,810	40	16,674	12	5,744	4	0	0	143,291
	1983-84	828	1	5,736	4	58,666	39	61,188	41	17,708	12	4,511	3	0	0	148,637
	1984-85	855	1	5,570	4	64,177	41	60,456	39	20,735	13	5,083	3	0	0	156,876
	1985-86	856	1	7,068	5	70,621	47	58,433	39	11,846	8	2,775	2	0	0	151,599
	1986-87	992	1	6,699	5	69,812	52	46,159	34	9,376	7	2,417	2	0	0	135,455
	1987-88	1,640	1	7,617	6	69,710	51	45,299	33	9,767	7	2,109	2	0	0	136,142
	1988-89	2,232	1	14,566	10	75,025	50	46,239	31	10,197	7	2,111	1	0	0	150,370
	1989-90	2,310	1	16,450	10	88,056	51	52,649	31	10,409	6	2,416	1	0	0	172,290

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Georgia	1979-80	380	0	2,086	1	50,862	32	60,946	38	41,098	26	4,274	3	0	0	159,646
	1980-81	249	0	882	1	52,116	33	59,466	37	41,412	26	5,010	3	0	0	159,135
	1981-82	0	0	459	0	46,899	27	67,518	39	53,673	31	3,087	2	0	0	171,636
	1982-83	0	0	555	0	40,296	35	44,937	39	26,220	23	1,965	2	0	0	113,973
	1983-84	0	0	3,342	3	44,805	34	51,468	39	30,282	23	3,708	3	0	0	133,605
	1984-85	0	0	189	0	55,041	32	61,266	36	45,648	27	8,250	5	0	0	170,394
	1985-86	0	0	33	0	47,900	39	50,425	41	22,776	19	1,470	1	0	0	122,604
	1986-87	0	0	66	0	51,526	38	51,448	38	31,267	23	1,517	1	0	0	135,824
	1987-88	0	0	124	0	52,826	38	54,391	39	30,344	22	1,671	1	0	0	139,356
	1988-89	0	0	1,128	1	50,813	36	53,680	39	32,163	23	1,604	1	0	0	139,388
	1989-90	0	0	697	0	51,465	36	59,563	42	29,429	21	1,373	1	0	0	142,527
Hawaii	1979-80	127	1	104	1	3,902	25	4,407	28	4,745	30	2,342	15	0	0	15,627
	1980-81	141	1	110	1	3,483	22	4,378	28	5,250	33	2,310	15	0	0	15,672
	1981-82	0	0	57	0	2,607	23	3,680	32	3,791	33	1,347	12	0	0	11,482
	1982-83	0	0	49	0	2,408	23	3,136	31	3,219	31	1,466	14	0	0	10,278
	1983-84	0	0	0	0	2,702	27	3,027	30	3,207	32	1,156	11	0	0	10,092
	1984-85	0	0	0	0	3,188	26	3,665	30	3,944	32	1,481	12	0	0	12,278
	1985-86	0	0	0	0	4,059	29	4,650	33	3,999	28	1,450	10	0	0	14,158
	1986-87	0	0	0	0	4,472	31	5,214	37	3,388	24	1,206	8	0	0	14,280
	1987-88	0	0	0	0	4,527	32	5,268	37	3,437	24	1,076	8	0	0	14,308
	1988-89	0	0	0	0	4,947	32	5,905	38	3,515	23	996	6	0	0	15,363
	1989-90	0	0	0	0	4,697	31	6,139	41	3,498	23	632	4	0	0	14,966
Idaho	1979-80	3	0	321	2	6,456	40	5,211	32	3,524	22	682	4	0	0	16,197
	1980-81	31	0	768	5	6,186	39	5,130	32	3,240	20	571	4	0	0	15,926
	1981-82	35	0	479	3	6,340	44	4,906	34	2,346	16	357	2	0	0	14,463
	1982-83	111	1	308	2	6,137	44	4,709	34	2,435	17	298	2	0	0	13,998
	1983-84	0	0	425	3	6,875	43	5,540	35	2,633	17	372	2	0	0	15,845
	1984-85	1	0	460	3	7,103	45	5,241	33	2,501	16	461	3	0	0	15,767
	1985-86	[illegible]	0	505	3	7,836	47	5,550	33	2,390	14	548	3	0	0	16,829
	1986-87	0	0	391	2	8,327	47	6,088	34	2,569	14	482	3	0	0	17,857
	1987-88	0	0	377	2	8,650	46	6,501	34	2,917	15	524	3	0	0	18,969
	1988-89	0	0	445	2	9,199	44	6,852	33	3,362	16	873	4	0	0	20,731
	1989-90	0	0	508	2	10,000	42	8,001	34	3,989	17	1,243	5	0	0	23,741
Illinois	1979-80	5,471	3	7,304	4	55,809	34	54,767	33	38,303	23	4,421	3	164	0	166,239
	1980-81	5,558	3	7,313	4	54,889	33	54,878	33	37,795	23	4,621	3	164	0	165,218
	1981-82	4,717	3	5,514	4	48,823	34	49,156	34	28,999	20	3,832	3	1,727	1	142,768
	1982-83	4,837	4	4,478	3	44,611	33	45,750	34	28,269	21	5,778	4	1,328	1	135,051
	1983-84	4,886	3	6,150	4	49,181	34	50,125	34	30,811	21	5,203	4	15	0	146,371
	1984-85	4,708	3	6,687	4	49,550	33	48,952	33	32,328	22	6,648	4	0	0	148,873
	1985-86	4,877	3	7,652	5	51,110	31	47,232	29	37,063	23	14,681	9	0	0	162,615
	1986-87	4,463	3	6,689	4	52,062	33	47,527	30	35,970	23	12,751	8	0	0	159,462
	1987-88	4,228	3	6,441	4	53,012	33	46,832	29	35,157	22	14,435	9	0	0	160,105
	1988-89	3,715	2	5,417	4	54,266	36	46,046	30	29,829	20	12,421	8	933	1	152,627
	1989-90	3,882	2	6,956	4	55,434	36	48,714	31	31,941	21	8,035	5	407	0	155,369

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Indiana	1979-80	1,768	2	5,300	5	49,020	47	33,829	32	12,552	12	1,955	2	0	0	104,424
	1980-81	0	0	6,535	7	42,011	46	30,528	33	11,106	12	1,700	2	0	0	91,880
	1981-82	728	1	5,979	7	43,796	50	29,970	34	7,150	8	796	1	0	0	88,419
	1982-83	664	1	4,868	5	49,710	53	29,276	32	7,606	8	803	1	0	0	92,927
	1983-84	741	1	7,468	8	46,340	48	30,481	32	9,228	10	1,618	2	0	0	95,876
	1984-85	386	0	7,798	8	48,556	48	32,454	32	9,852	10	1,339	1	0	0	100,385
	1985-86	353	0	9,476	9	47,644	45	34,451	32	13,511	13	1,558	1	0	0	106,993
	1986-87	392	0	7,331	7	46,156	45	32,652	32	13,589	13	2,082	2	0	0	102,202
	1987-88	474	0	6,073	6	46,508	46	31,870	32	13,375	13	1,834	2	0	0	100,134
	1988-89	471	0	7,888	8	46,646	45	32,788	32	13,542	13	2,034	2	0	0	103,369
	1989-90	675	1	8,379	9	42,155	43	31,310	32	12,426	13	2,018	2	0	0	96,963
Iowa	1979-80	672	1	1,381	3	19,380	42	16,656	36	7,738	17	780	2	0	0	46,607
	1980-81	637	1	1,026	2	19,021	44	16,188	37	6,319	14	527	1	0	0	43,718
	1981-82	611	2	504	1	18,691	47	15,235	38	4,573	11	513	1	0	0	40,127
	1982-83	477	1	1,248	3	18,554	46	14,745	37	4,686	12	515	1	0	0	40,225
	1983-84	345	1	334	1	15,114	51	10,271	35	3,047	10	330	1	0	0	29,441
	1984-85	377	1	0	0	13,850	53	9,071	35	2,776	11	213	1	0	0	26,287
	1985-86	429	2	0	0	14,193	56	8,348	33	2,307	9	183	1	0	0	25,460
	1986-87	502	1	0	0	21,035	57	12,078	33	2,797	8	225	1	0	0	36,637
	1987-88	0	0	0	0	24,751	60	13,008	32	2,969	7	322	1	0	0	41,050
	1988-89	0	0	0	0	24,829	61	12,773	32	2,640	7	236	1	0	0	40,478
	1989-90	0	0	0	0	23,543	60	12,691	32	2,359	6	843	2	0	0	39,436
Kansas	1979-80	734	2	1,486	4	15,278	37	14,071	34	7,311	18	2,004	5	0	0	40,884
	1980-81	684	2	1,303	3	14,876	35	15,354	36	7,796	18	2,231	5	0	0	42,244
	1981-82	684	2	1,418	4	14,800	37	14,761	37	6,877	17	1,747	4	0	0	40,287
	1982-83	574	1	1,551	4	14,401	37	13,613	35	6,562	17	1,792	5	0	0	38,493
	1983-84	336	1	1,590	5	14,602	41	12,408	35	5,414	15	855	2	0	0	35,205
	1984-85	487	1	1,519	4	15,540	40	13,043	34	6,794	18	1,210	3	0	0	38,593
	1985-86	639	2	1,533	4	15,251	43	11,800	33	5,124	14	1,159	3	0	0	35,506
	1986-87	602	2	1,490	4	15,284	45	11,545	34	4,573	13	712	2	0	0	34,206
	1987-88	639	2	1,478	4	16,099	46	11,402	33	4,421	13	969	3	0	0	35,008
	1988-89	660	2	1,083	3	15,878	45	11,767	34	4,459	13	1,068	3	0	0	34,915
	1989-90	681	2	1,164	3	17,216	48	11,465	32	3,966	11	1,013	3	0	0	35,505
Kentucky	1979-80	0	0	3,487	3	48,143	42	42,053	37	19,642	17	1,557	1	0	0	114,881
	1980-81	0	0	3,577	3	44,307	39	42,015	37	21,608	19	2,299	2	0	0	113,806
	1981-82	0	0	2,599	2	40,319	38	41,407	39	20,051	19	2,827	3	0	0	107,203
	1982-83	0	0	3,120	3	40,865	40	39,283	38	17,151	17	2,206	2	0	0	102,625
	1983-84	0	0	2,353	2	40,764	42	35,346	36	17,278	18	2,473	3	0	0	98,214
	1984-85	0	0	2,274	2	44,019	42	35,432	34	20,142	19	2,373	2	0	0	104,240
	1985-86	0	0	2,677	3	39,604	39	37,206	37	19,743	19	2,262	2	0	0	101,492
	1986-87	0	0	1,273	1	38,252	42	33,435	36	17,168	19	2,039	2	0	0	92,167
	1987-88	0	0	1,401	2	37,037	42	32,951	37	15,094	17	1,883	2	0	0	88,366
	1988-89	67	0	2,088	2	36,795	41	33,288	37	16,112	18	2,328	3	0	0	90,678
	1989-90	118	0	2,621	3	40,646	41	36,399	37	17,725	18	2,166	2	0	0	99,675

Table C.5 (contd.)

State	Year	Pre-K	%	Kindergarten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Louisiana	1979-80	2,990	2	12,748	8	49,596	30	52,016	32	35,335	22	10,423	6	0	0	163,108
	1980-81	2,655	2	10,660	8	46,330	33	45,895	32	30,013	21	6,309	4	0	0	141,862
	1981-82	1,836	2	8,364	8	42,501	39	37,536	34	15,937	15	2,907	3	0	0	109,081
	1982-83	2,665	3	9,422	9	43,203	43	33,085	33	11,195	11	1,473	1	0	0	101,043
	1983-84	1,850	2	9,605	10	44,289	45	31,692	32	10,458	11	1,015	1	0	0	98,909
	1984-85	2,319	2	10,796	10	49,034	45	35,635	33	10,340	9	1,448	1	0	0	109,572
	1985-86	2,446	2	11,526	11	48,802	45	35,272	33	8,841	8	1,378	1	0	0	108,265
	1986-87	2,687	3	12,619	12	49,768	47	33,126	31	7,989	8	275	0	0	0	106,464
	1987-88	2,595	2	12,624	12	49,665	46	35,125	33	7,184	7	281	0	62	0	107,536
	1988-89	3,974	4	12,977	12	49,673	46	34,248	32	7,322	7	210	0	0	0	108,404
	1989-90	5,026	5	12,091	12	49,741	49	29,841	29	4,925	5	813	1	0	0	102,437
Maine	1979-80	0	0	1,786	7	11,228	42	9,017	34	4,317	16	132	0	0	0	26,480
	1980-81	0	0	1,858	8	10,044	44	7,825	34	3,079	13	180	1	0	0	22,986
	1981-82	26	0	1,473	7	9,734	43	8,097	36	3,082	14	162	1	0	0	22,574
	1982-83	0	0	2,134	9	9,189	41	7,928	35	3,133	14	190	1	0	0	22,574
	1983-84	0	0	2,009	9	9,192	41	7,543	34	3,276	15	257	1	0	0	22,277
	1984-85	0	0	1,956	8	10,431	42	7,824	32	3,890	16	506	2	0	0	24,607
	1985-86	0	0	1,925	9	9,581	44	6,958	32	3,103	14	186	1	0	0	21,753
	1986-87	221	1	2,511	10	11,374	44	8,239	32	3,381	13	280	1	0	0	26,006
	1987-88	382	2	2,468	10	10,986	45	7,369	30	3,031	12	250	1	0	0	24,486
	1988-89	602	2	2,514	9	12,123	45	8,066	30	3,208	12	290	1	0	0	26,803
	1989-90	536	2	2,398	9	12,014	47	7,420	29	2,944	12	285	1	0	0	25,597
Maryland	1979-80	355	1	7,180	11	35,315	56	17,333	27	3,101	5	0	0	0	0	63,284
	1980-81	3,637	5	12,343	18	31,865	46	16,489	24	4,938	7	0	0	0	0	69,272
	1981-82	259	0	6,688	11	28,818	48	17,412	29	6,352	11	0	0	50	0	59,579
	1982-83	358	1	7,206	13	30,976	55	17,289	31	208	0	0	0	0	0	56,037
	1983-84	595	1	7,365	13	29,769	51	14,455	25	5,954	10	0	0	0	0	58,138
	1984-85	749	1	10,150	15	33,929	50	15,637	23	6,957	10	207	0	378	1	68,007
	1985-86	4,164	6	15,916	22	36,047	51	14,438	20	306	0	114	0	0	0	70,852
	1986-87	1,853	3	10,585	18	32,321	56	11,734	20	680	1	534	1	0	0	57,707
	1987-88	2,980	5	11,647	19	32,762	54	12,633	21	587	1	347	1	0	0	60,956
	1988-89	5,100	7	15,459	20	40,974	53	14,780	19	619	1	425	1	0	0	77,357
	1989-90	5,244	8	10,273	15	37,677	55	13,909	20	459	1	347	1	14	0	67,923
Massachusetts	1979-80	2,436	3	5,547	7	29,574	36	26,355	32	13,908	17	3,759	5	0	0	81,579
	1980-81	1,989	2	4,690	5	34,533	37	32,351	35	15,409	16	4,581	5	0	0	93,553
	1981-82	1,549	2	5,093	6	28,242	35	27,981	34	13,579	17	4,860	6	2	0	81,306
	1982-83	2,030	3	4,074	6	27,263	38	22,899	32	12,383	17	3,852	5	0	0	72,501
	1983-84	2,041	2	5,940	6	36,976	38	29,670	30	18,783	19	4,624	5	0	0	98,034
	1984-85	1,471	2	6,760	8	31,441	35	25,699	29	17,510	20	5,737	6	0	0	88,618
	1985-86	1,746	2	5,588	7	31,678	37	24,454	29	15,869	19	5,377	6	0	0	84,822
	1986-87	1,549	2	4,874	6	30,701	39	22,865	29	14,711	19	4,655	6	0	0	79,355
	1987-88	1,627	2	4,806	6	30,153	39	22,089	28	14,995	19	4,160	5	0	0	77,830
	1988-89	1,750	2	5,010	7	28,582	38	21,260	28	13,931	19	4,262	6	0	0	74,795
	1989-90	1,644	2	4,374	6	30,016	40	22,615	30	12,637	17	4,064	5	0	0	75,350

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder- garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Michigan	1979-80	7,230	4	9,930	6	62,886	37	51,141	30	30,012	18	8,250	5	0	0	169,449
	1980-81	7,275	5	10,053	6	61,278	39	46,788	29	26,064	16	7,587	5	0	0	159,045
	1981-82	3,552	2	9,954	7	59,464	42	46,824	33	17,445	12	6,030	4	2	0	143,271
	1982-83	3,475	3	7,926	6	53,204	41	40,785	32	17,488	14	6,030	5	0	0	128,908
	1983-84	4,552	3	9,567	7	56,709	41	41,992	30	19,886	14	6,184	4	0	0	138,890
	1984-85	4,359	3	10,877	8	57,618	41	41,901	30	21,325	15	5,317	4	0	0	141,397
	1985-86	4,975	3	11,498	7	64,146	41	44,456	29	24,398	16	5,002	3	1,268	1	155,743
	1986-87	7,164	5	9,763	7	60,735	42	41,110	28	20,793	14	4,558	3	1,378	1	145,501
	1987-88	7,052	5	9,720	7	64,335	43	42,348	28	20,888	14	3,320	2	1,482	1	149,145
	1988-89	6,426	4	9,862	7	67,700	45	42,540	28	20,155	13	2,994	2	1,088	1	150,765
	1989-90	4,790	3	10,373	7	67,638	47	39,795	28	17,676	12	2,725	2	273	0	143,270
Minnesota	1979-80	8	0	6,598	9	33,186	46	22,682	31	7,843	11	1,910	3	0	0	72,227
	1980-81	50	0	5,969	10	29,805	48	19,616	31	6,208	10	1,052	2	0	0	62,700
	1981-82	46	0	5,046	9	28,522	49	17,938	31	4,888	8	1,278	2	0	0	57,718
	1982-83	39	0	6,032	11	28,678	52	16,758	30	3,675	7	353	1	0	0	55,535
	1983-84	0	0	5,977	11	29,285	54	15,563	29	3,181	6	379	1	0	0	54,385
	1984-85	0	0	6,960	12	32,605	55	16,483	28	3,210	5	111	0	0	0	59,369
	1985-86	0	0	6,976	12	31,615	56	15,211	27	2,547	5	29	0	0	0	56,378
	1986-87	0	0	7,120	12	32,660	55	14,615	25	3,787	6	991	2	0	0	59,173
	1987-88	0	0	7,194	12	33,571	55	15,227	25	3,952	6	1,058	2	0	0	61,002
	1988-89	0	0	7,051	11	36,054	56	16,652	26	4,056	6	902	1	0	0	64,715
	1989-90	0	0	7,224	11	38,414	60	14,814	23	3,145	5	732	1	0	0	64,329
Mississippi	1979-80	0	0	3,887	3	48,084	36	49,138	37	26,275	20	4,427	3	0	0	131,811
	1980-81	0	0	4,378	3	47,094	36	49,662	38	25,661	20	4,613	4	0	0	131,408
	1981-82	0	0	4,717	4	44,426	37	45,953	38	20,639	17	3,931	3	0	0	119,666
	1982-83	0	0	5,228	5	45,000	39	43,282	38	18,568	16	2,307	2	0	0	114,385
	1983-84	0	0	6,061	6	31,484	31	42,115	42	18,006	18	2,405	2	0	0	100,071
	1984-85	0	0	7,181	7	22,197	22	45,937	45	23,601	23	2,350	2	0	0	101,266
	1985-86	100	0	7,204	8	15,262	16	44,541	48	23,374	25	2,479	3	0	0	92,960
	1986-87	24	0	3,730	4	20,477	22	44,667	47	22,850	24	2,754	3	181	0	94,683
	1987-88	24	0	2,609	3	22,730	22	46,097	46	25,996	26	3,666	4	0	0	101,122
	1988-89	1,174	1	0	0	22,654	22	48,324	46	27,700	26	4,654	4	180	0	104,686
	1989-90	166	0	1,384	1	26,533	21	55,505	45	33,435	27	6,611	5	0	0	123,634
Missouri	1979-80	586	1	3,714	4	31,221	36	32,563	37	18,008	21	1,316	2	0	0	87,408
	1980-81	770	1	3,537	4	33,155	35	37,425	39	18,822	20	1,778	2	0	0	95,487
	1981-82	1,050	1	3,810	4	29,974	35	33,383	39	16,542	19	1,783	2	0	0	86,542
	1982-83	1,132	1	4,121	5	31,813	37	33,206	39	14,349	17	1,328	2	0	0	85,949
	1983-84	1,132	1	3,863	4	35,366	41	33,083	38	12,862	15	958	1	0	0	87,264
	1984-85	1,738	2	3,697	5	37,040	46	28,466	35	9,710	12	721	1	0	0	81,372
	1985-86	1,572	2	4,110	6	36,705	50	24,874	34	6,315	9	451	1	0	0	74,027
	1986-87	1,896	3	4,459	6	38,946	52	23,556	32	5,150	7	322	0	0	0	74,329
	1987-88	2,076	3	4,657	6	42,392	51	26,913	33	6,444	8	295	0	0	0	82,777
	1988-89	2,110	3	4,888	7	34,504	50	22,090	32	4,723	7	483	1	0	0	68,798
	1989-90	2,451	3	5,924	8	35,776	49	22,604	31	5,136	7	454	1	0	0	72,345

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Montana	1979-80	16	0	105	1	3,352	26	3,560	27	3,510	27	2,448	19	0	0	12,991
	1980-81	19	0	121	1	3,502	25	4,945	35	3,238	23	2,129	15	0	0	13,954
	1981-82	0	0	82	1	3,431	28	3,611	30	3,110	25	1,990	16	0	0	12,224
	1982-83	0	0	117	1	3,319	29	3,190	28	2,907	25	2,044	18	0	0	11,577
	1983-84	0	0	153	1	3,602	31	3,143	27	3,116	26	1,750	15	0	0	11,764
	1984-85	0	0	129	1	3,896	31	3,171	25	3,308	26	2,109	17	0	0	12,613
	1985-86	0	0	218	2	4,091	31	3,500	26	3,457	26	2,076	16	0	0	13,342
	1986-87	0	0	307	2	4,393	32	3,536	26	3,423	25	2,197	16	0	0	13,856
	1987-88	0	0	394	3	3,827	30	3,244	26	3,128	25	1,963	16	0	0	12,556
	1988-89	0	0	500	4	4,333	31	3,786	27	3,396	24	2,177	15	0	0	14,192
	1989-90	0	0	370	3	4,215	30	3,752	27	3,485	25	2,250	16	0	0	14,072
Nebraska	1979-80	13	0	528	2	11,603	40	9,541	33	5,756	20	1,665	6	0	0	29,106
	1980-81	0	0	739	3	9,864	38	8,969	34	5,365	20	1,366	5	0	0	26,303
	1981-82	0	0	1,009	3	12,056	40	10,946	37	4,794	16	1,042	3	0	0	29,847
	1982-83	0	0	0	0	9,920	46	7,927	37	2,866	13	699	3	0	0	21,412
	1983-84	0	0	784	4	9,632	43	7,761	35	3,104	14	895	4	0	0	22,176
	1984-85	0	0	534	3	8,975	45	7,317	36	2,650	13	655	3	0	0	20,131
	1985-86	0	0	642	3	11,056	44	8,824	35	3,015	12	471	2	959	4	24,971
	1986-87	0	0	685	3	13,133	49	9,538	36	2,904	11	393	1	0	0	26,653
	1987-88	0	0	762	3	13,471	51	9,215	35	2,578	10	386	1	0	0	26,412
	1988-89	92	0	646	2	14,554	51	9,766	34	2,650	9	942	3	0	0	28,650
	1989-90	151	1	978	3	14,034	49	9,569	33	2,656	9	1,177	4	0	0	28,565
Nevada	1979-80	0	0	90	2	849	14	2,608	44	1,671	28	760	13	0	0	5,978
	1980-81	0	0	131	2	948	17	2,546	46	1,470	26	493	9	0	0	5,588
	1981-82	0	0	114	2	1,003	15	2,953	43	1,966	29	774	11	0	0	6,810
	1982-83	0	0	48	1	945	13	2,513	35	2,710	38	865	12	0	0	7,081
	1983-84	0	0	460	6	1,297	16	2,525	32	2,708	34	928	12	0	0	7,918
	1984-85	0	0	762	9	1,766	21	3,151	37	1,815	21	1,098	13	0	0	8,592
	1985-86	0	0	940	10	2,412	26	2,623	28	2,474	26	943	10	0	0	9,392
	1986-87	0	0	842	10	2,307	28	2,234	27	2,724	33	36	0	0	0	8,143
	1987-88	0	0	860	9	2,600	28	2,489	27	2,856	31	500	5	0	0	9,305
	1988-89	32	0	978	8	3,590	31	3,219	27	3,613	31	330	3	0	0	11,762
	1989-90	73	1	1,058	11	3,303	33	2,463	25	2,777	28	187	2	0	0	9,861
New Hampshire	1979-80	95	1	305	4	4,226	51	2,746	33	832	10	130	2	0	0	8,334
	1980-81	110	1	353	4	4,820	50	3,170	33	963	10	150	2	0	0	9,566
	1981-82	0	0	460	6	3,176	45	2,201	31	1,157	16	92	1	0	0	7,086
	1982-83	114	1	413	5	3,857	49	2,214	28	1,050	13	228	3	0	0	7,876
	1983-84	0	0	495	6	4,200	47	2,583	29	1,410	16	284	3	0	0	8,972
	1984-85	26	0	632	6	4,819	47	2,946	29	1,487	15	324	3	0	0	10,234
	1985-86	5	0	779	7	5,354	45	3,318	28	2,021	17	363	3	0	0	11,840
	1986-87	0	0	533	5	4,743	47	2,838	28	1,703	17	243	2	0	0	10,060
	1987-88	0	0	649	6	5,629	48	3,330	28	1,741	15	434	4	0	0	11,783
	1988-89	0	0	377	3	5,736	50	3,352	29	1,797	16	190	2	0	0	11,452
	1989-90	0	0	551	4	6,575	53	3,134	25	1,797	14	426	3	0	0	12,483

Table C.5 (contd.)

State	Year	Pre-K	%	Kindergarten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
New Jersey	1979-80	3,228	3	11,021	9	52,250	43	34,356	28	13,974	12	6,550	5	0	0	121,379
	1980-81	2,955	2	11,942	9	51,032	40	39,981	31	15,747	12	6,317	5	0	0	127,974
	1981-82	2,636	2	12,178	9	45,469	34	42,225	32	20,800	16	10,458	8	0	0	133,766
	1982-83	2,391	2	14,364	10	48,483	33	43,575	29	26,798	18	13,433	9	0	0	149,044
	1983-84	2,898	2	11,584	8	47,250	33	38,080	27	29,754	21	12,444	9	0	0	142,010
	1984-85	2,165	1	15,753	10	51,921	32	39,629	25	34,232	21	16,800	10	0	0	160,500
	1985-86	2,976	2	16,403	10	51,234	31	40,261	24	37,108	22	18,224	11	0	0	166,206
	1986-87	2,813	2	14,830	8	55,439	30	48,412	26	42,525	23	19,289	11	0	0	183,308
	1987-88	3,107	2	17,402	9	60,329	32	44,940	24	44,033	23	21,401	11	0	0	191,212
	1988-89	2,977	2	16,450	9	58,672	34	42,192	24	38,073	22	16,113	9	0	0	174,477
	1989-90	3,263	2	16,743	10	60,017	34	44,721	26	38,691	22	11,433	7	0	0	174,868
New Mexico	1979-80	67	0	1,053	3	11,088	34	10,588	33	7,705	24	1,884	6	0	0	32,385
	1980-81	119	0	1,668	5	11,043	33	10,284	31	7,862	23	2,669	8	0	0	33,645
	1981-82	35	0	1,595	5	10,022	33	9,710	32	6,753	22	1,911	6	36	0	30,062
	1982-83	18	0	1,760	6	9,738	35	8,845	32	6,005	22	1,289	5	0	0	27,655
	1983-84	130	0	1,979	7	10,112	36	8,895	32	5,821	21	1,259	4	0	0	28,196
	1984-85	99	0	1,952	7	11,371	39	8,740	30	6,091	21	1,085	4	0	0	29,338
	1985-86	105	0	2,145	7	12,107	38	9,105	29	6,968	22	1,285	4	0	0	31,715
	1986-87	82	0	1,499	5	11,790	41	8,581	29	6,075	21	1,079	4	0	0	29,106
	1987-88	122	0	2,086	7	12,198	39	9,158	29	6,467	21	1,134	4	0	0	31,165
	1988-89	124	0	1,575	5	12,723	40	9,482	30	6,385	20	1,401	4	0	0	31,690
	1989-90	189	1	1,806	5	13,969	41	10,238	30	6,369	19	1,521	4	0	0	34,092
New York	1979-80	1,462	0	8,404	2	108,695	31	121,010	35	81,487	23	26,643	8	0	0	347,701
	1980-81	1,750	0	8,642	2	120,582	31	130,925	34	88,911	23	34,550	9	0	0	385,360
	1981-82	1,149	0	7,570	2	104,550	29	118,425	32	87,304	24	47,799	13	0	0	366,797
	1982-83	0	0	8,607	3	92,761	31	99,891	33	64,858	22	32,535	11	0	0	298,652
	1983-84	0	0	9,130	3	99,597	29	107,673	31	79,220	23	48,061	14	0	0	343,681
	1984-85	0	0	13,344	4	101,985	27	110,353	29	96,130	26	53,004	14	0	0	374,816
	1985-86	9,297	3	4,919	1	111,203	32	97,551	28	79,147	23	40,521	12	0	0	342,638
	1986-87	2,323	1	12,250	4	109,944	34	91,332	28	70,441	22	35,204	11	0	0	321,494
	1987-88	5,545	2	33,003	10	123,524	36	86,417	25	62,637	18	33,895	10	0	0	345,021
	1988-89	7,524	2	17,206	5	119,526	34	106,116	30	73,303	21	31,913	9	0	0	355,588
	1989-90	8,193	2	18,863	5	125,018	34	102,497	28	76,087	21	32,929	9	0	0	363,587
North Carolina	1979-80	382	0	50	0	46,558	31	63,411	42	32,416	22	6,730	5	0	0	149,547
	1980-81	370	0	7	0	31,775	22	66,935	46	39,259	27	6,986	5	0	0	145,332
	1981-82	157	0	0	0	21,773	16	69,217	51	38,623	28	6,258	5	0	0	136,028
	1982-83	136	0	149	0	21,092	16	66,368	50	38,488	29	7,651	6	5	0	133,889
	1983-84	132	0	176	0	22,096	17	63,753	48	37,883	29	8,040	6	0	0	132,080
	1984-85	130	0	15	0	21,775	17	61,049	47	38,689	30	7,837	6	0	0	129,495
	1985-86	112	0	226	0	23,548	19	56,827	45	38,183	30	6,459	5	0	0	125,355
	1986-87	832	1	273	0	23,944	21	50,513	44	33,539	29	4,782	4	0	0	113,883
	1987-88	933	1	367	0	24,175	21	51,037	45	32,511	29	5,022	4	0	0	114,045
	1988-89	1,300	1	1,367	1	27,099	23	53,141	45	31,809	27	3,038	3	0	0	117,754
	1989-90	1,880	2	1,968	2	28,473	25	51,857	45	27,654	24	2,855	2	0	0	114,687

BEST COPY AVAILABLE

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
North Dakota	1979-80	5	0	81	1	4,505	44	3,397	33	1,900	19	351	3	0	0	10,239
	1980-81	4	0	135	1	4,302	43	3,642	36	1,624	16	278	3	0	0	9,985
	1981-82	0	0	103	1	3,224	44	2,603	35	1,236	17	199	3	0	0	7,365
	1982-83	0	0	145	1	4,666	45	4,010	38	1,412	13	247	2	0	0	10,480
	1983-84	0	0	134	1	4,292	48	3,057	34	1,287	14	166	2	0	0	8,936
	1984-85	147	2	0	0	4,399	48	3,078	34	1,350	15	157	2	0	0	9,131
	1985-86	1	0	148	2	4,290	47	3,164	35	1,369	15	140	2	0	0	9,112
	1986-87	0	0	186	2	4,381	48	3,189	35	1,201	13	174	2	0	0	9,131
	1987-88	0	0	204	2	4,585	49	3,339	35	1,074	11	208	2	0	0	9,410
	1988-89	0	0	407	4	4,938	48	3,419	33	1,244	12	346	3	0	0	10,354
	1989-90	74	1	462	5	4,828	47	3,170	31	1,326	13	332	3	0	0	10,192
Ohio	1979-80	4,543	3	7,618	5	79,039	55	44,258	31	8,179	6	617	0	0	0	144,254
	1980-81	3,813	3	7,385	5	75,899	53	46,417	32	9,504	7	738	1	0	0	143,756
	1981-82	3,296	3	6,318	5	69,773	55	37,633	30	8,427	7	927	1	0	0	126,374
	1982-83	2,778	2	6,063	5	68,684	57	36,183	30	5,013	4	919	1	0	0	119,640
	1983-84	2,947	2	7,900	6	74,178	56	40,096	30	6,168	5	1,093	1	0	0	132,382
	1984-85	3,315	2	9,332	7	79,168	57	40,068	29	6,683	5	1,005	1	0	0	139,571
	1985-86	3,258	2	9,927	7	80,095	59	36,908	27	5,450	4	1,023	1	0	0	136,661
	1986-87	3,527	3	10,904	8	77,757	59	32,851	25	4,779	4	871	1	0	0	130,689
	1987-88	3,085	2	10,861	8	82,524	61	33,362	25	4,574	3	1,286	1	0	0	135,692
	1988-89	2,971	2	10,552	8	88,228	63	32,473	23	4,163	3	1,075	1	0	0	139,462
	1989-90	2,937	2	10,510	8	87,566	63	31,552	23	4,145	3	1,317	1	0	0	138,027
Oklahoma	1979-80	303	0	667	1	23,614	30	26,020	33	21,626	27	7,218	9	0	0	79,448
	1980-81	285	0	569	1	23,720	29	28,797	36	20,862	26	6,341	8	0	0	80,574
	1981-82	219	0	521	1	21,279	31	26,091	38	16,400	24	4,584	7	0	0	69,094
	1982-83	198	0	426	1	19,618	32	23,942	39	13,922	23	3,593	6	0	0	61,699
	1983-84	195	0	770	1	20,391	34	22,269	37	13,133	22	3,366	6	0	0	60,124
	1984-85	209	0	445	1	21,846	35	22,574	36	13,940	22	3,948	6	0	0	62,962
	1985-86	286	0	1,223	2	22,142	36	22,379	36	13,313	21	2,738	4	0	0	62,081
	1986-87	314	1	621	1	22,382	38	21,537	37	11,497	20	2,224	4	0	0	58,575
	1987-88	286	0	1,249	2	22,476	39	21,385	37	10,545	18	1,636	3	0	0	57,577
	1988-89	358	1	1,492	2	23,909	40	22,135	37	10,556	18	1,761	3	0	0	60,211
	1989-90	297	1	895	2	24,355	41	21,486	36	10,366	18	1,673	3	0	0	59,072
Oregon	1979-80	350	1	2,222	5	16,736	35	13,108	28	10,158	21	4,752	10	0	0	47,326
	1980-81	565	2	1,277	4	10,975	35	9,364	30	6,602	21	2,307	7	0	0	31,090
	1981-82	176	1	1,362	5	11,501	39	8,715	29	5,641	19	2,416	8	7	0	29,818
	1982-83	329	1	1,452	4	14,054	39	10,224	28	6,902	19	3,376	9	0	0	36,337
	1983-84	528	2	1,163	3	13,506	38	9,862	28	6,971	20	3,166	9	0	0	35,196
	1984-85	224	1	1,267	3	15,039	40	10,349	28	7,511	20	3,198	9	0	0	37,588
	1985-86	250	1	1,256	3	17,105	40	11,037	26	8,663	20	4,375	10	0	0	42,686
	1986-87	108	0	1,103	3	17,561	41	11,250	26	8,656	20	3,931	9	0	0	42,609
	1987-88	189	0	1,402	3	18,220	41	11,955	27	8,573	19	4,138	9	0	0	44,477
	1988-89	69	0	1,046	2	17,481	42	11,550	28	7,892	19	3,885	9	0	0	41,923
	1989-90	34	0	1,313	3	20,599	45	12,825	28	7,942	17	3,542	8	0	0	46,255

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Pennsylvania	1979-80	1,257	0	13,120	5	92,147	34	87,124	32	53,924	20	21,078	8	0	0	268,650
	1980-81	1,236	0	13,988	5	88,085	33	86,759	33	53,348	20	21,994	8	0	0	265,410
	1981-82	996	0	13,123	5	80,740	34	77,449	32	44,735	19	23,774	10	0	0	240,817
	1982-83	831	0	14,220	6	76,296	34	73,261	32	40,622	18	21,824	10	0	0	227,054
	1983-84	924	0	14,750	7	77,598	34	68,610	30	41,412	18	22,906	10	0	0	226,200
	1984-85	968	0	10,439	5	84,947	37	72,378	32	43,348	19	16,253	7	0	0	228,333
	1985-86	1,023	0	9,895	5	82,528	38	67,910	31	41,619	19	14,619	7	0	0	217,594
	1986-87	942	0	5,913	3	90,238	43	66,810	32	36,373	17	11,576	5	0	0	211,852
	1987-88	792	0	7,984	4	94,523	42	70,571	31	39,682	18	12,209	5	0	0	225,761
	1988-89	1,090	0	9,417	4	97,359	42	72,403	31	37,398	16	13,071	6	0	0	230,738
	1989-90	1,323	1	5,517	3	94,914	44	67,757	31	36,164	17	11,943	5	0	0	217,618
Rhode Island	1979-80	127	1	636	3	5,326	28	6,063	32	5,270	28	1,323	7	0	0	18,745
	1980-81	130	1	423	2	4,811	28	5,210	30	5,458	32	1,179	7	0	0	17,211
	1981-82	110	1	133	1	4,454	34	4,400	34	2,942	23	943	7	0	0	12,982
	1982-83	100	1	539	4	4,346	36	3,495	29	2,836	24	729	6	0	0	12,045
	1983-84	106	1	574	4	4,640	36	3,728	29	3,022	23	797	6	0	0	12,867
	1984-85	40	0	721	5	4,993	37	3,874	29	3,111	23	704	5	0	0	13,443
	1985-86	74	1	582	5	4,664	36	3,440	27	3,232	25	813	6	0	0	12,805
	1986-87	56	0	1,006	7	5,086	37	3,793	28	3,071	22	620	5	23	0	13,655
	1987-88	75	0	890	6	5,908	39	3,836	25	3,569	23	819	5	161	1	15,258
	1988-89	30	0	805	5	5,598	37	4,088	27	3,837	25	627	4	178	1	15,163
	1989-90	65	0	719	5	5,399	37	3,904	27	3,728	26	624	4	132	1	14,571
South Carolina	1979-80	574	1	3,779	4	31,591	32	33,031	34	22,825	23	6,160	6	0	0	97,960
	1980-81	681	1	3,305	4	29,291	32	30,921	34	21,444	24	5,466	6	0	0	91,108
	1981-82	802	1	3,272	5	25,804	36	27,149	38	12,656	18	2,327	3	0	0	72,010
	1982-83	833	1	2,570	4	23,774	38	23,789	38	9,743	16	1,352	2	0	0	62,061
	1983-84	905	2	1,431	2	23,555	41	21,973	38	9,198	16	963	2	0	0	58,025
	1984-85	865	2	861	2	21,320	41	18,352	35	9,306	18	1,118	2	0	0	51,822
	1985-86	1,089	2	896	2	18,392	35	19,532	37	10,302	20	2,474	5	0	0	52,685
	1986-87	1,230	2	1,850	4	17,017	33	19,413	38	9,609	19	2,255	4	0	0	51,374
	1987-88	1,286	2	1,995	4	20,015	37	18,650	35	9,419	18	2,442	5	0	0	53,807
	1988-89	1,125	2	2,383	4	20,177	36	19,552	35	10,537	19	2,512	4	0	0	56,286
	1989-90	932	2	2,881	5	21,559	37	20,233	35	9,778	17	2,420	4	0	0	57,803
South Dakota	1979-80	73	0	625	4	5,817	38	5,488	36	2,934	19	335	2	0	0	15,272
	1980-81	40	0	757	5	5,531	37	5,369	36	2,716	18	373	3	0	0	14,786
	1981-82	31	0	670	5	5,318	38	5,006	36	2,372	17	419	3	0	0	13,816
	1982-83	0	0	788	6	5,103	40	4,446	35	2,047	16	356	3	0	0	12,740
	1983-84	0	0	808	6	5,381	42	4,219	33	1,993	16	339	3	0	0	12,740
	1984-85	0	0	874	7	5,464	42	4,169	32	2,045	16	325	3	0	0	12,877
	1985-86	0	0	904	7	5,842	45	4,301	33	1,716	13	239	2	0	0	13,002
	1986-87	9	0	954	7	6,002	47	4,010	31	1,605	13	226	2	0	0	12,806
	1987-88	63	0	964	7	6,216	47	4,276	32	1,528	12	224	2	0	0	13,271
	1988-89	10	0	1,039	8	6,255	47	4,321	32	1,523	11	250	2	0	0	13,398
	1989-90	16	0	1,098	8	6,637	46	4,707	32	1,792	12	314	2	0	0	14,564

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Tennessee	1979-80	2,184	1	2,460	2	62,556	41	57,396	38	25,722	17	891	1	30	0	151,239
	1980-81	1,419	1	4,137	4	46,350	45	35,466	35	13,122	13	1,527	1	0	0	102,021
	1981-82	738	1	4,050	5	35,514	40	34,203	38	12,585	14	1,752	2	0	0	88,842
	1982-83	0	0	2,508	2	52,551	38	56,949	41	24,762	18	1,275	1	0	0	138,045
	1983-84	684	1	1,755	2	39,477	43	36,492	40	12,060	13	1,509	2	0	0	91,977
	1984-85	257	0	2,416	2	41,116	41	39,604	40	15,302	15	909	1	0	0	99,604
	1985-86	221	0	2,001	2	43,263	42	40,332	39	16,616	16	895	1	0	0	103,328
	1986-87	256	0	2,405	2	41,944	41	40,344	39	16,656	16	906	1	0	0	102,511
	1987-88	527	1	2,667	3	43,521	43	41,233	40	13,454	13	554	1	0	0	101,956
	1988-89	880	1	2,414	2	41,248	42	38,993	40	14,476	15	493	1	0	0	98,504
	1989-90	1,303	1	3,121	3	44,064	41	42,994	40	15,850	15	402	0	0	0	107,734
Texas	1979-80	2,652	1	34,456	8	167,850	40	150,122	36	60,570	14	5,350	1	0	0	421,000
	1980-81	3,999	1	36,571	9	167,945	40	153,760	37	49,799	12	3,911	1	0	0	415,985
	1981-82	3,947	1	41,428	12	133,319	38	126,285	36	40,749	12	5,122	1	0	0	350,850
	1982-83	3,546	1	37,224	12	120,095	38	113,707	36	36,634	12	4,635	1	0	0	315,841
	1983-84	6,411	2	26,196	9	118,929	39	104,058	34	42,722	14	7,914	3	0	0	306,230
	1984-85	4,288	1	29,635	10	130,055	44	92,325	31	34,521	12	6,924	2	0	0	297,748
	1985-86	8,943	2	41,763	11	158,895	43	111,727	31	38,316	10	5,934	2	0	0	365,578
	1986-87	11,403	3	29,857	8	156,084	44	110,037	31	40,546	11	6,692	2	0	0	354,619
	1987-88	16,020	4	31,963	8	169,558	45	115,769	30	39,626	10	8,027	2	0	0	380,963
	1988-89	15,755	4	34,779	8	184,203	44	124,457	30	46,642	11	10,504	3	0	0	416,340
	1989-90	21,134	5	36,292	9	181,010	43	121,447	29	47,311	11	10,407	2	0	0	417,601
Utah	1979-80	0	0	2,494	11	10,583	49	4,838	22	2,618	12	1,156	5	0	0	21,689
	1980-81	118	1	1,814	10	8,983	47	4,191	22	2,792	15	1,055	6	0	0	18,953
	1981-82	0	0	1,792	10	8,984	50	3,916	22	2,473	14	809	5	0	0	17,974
	1982-83	0	0	1,576	9	8,583	51	3,861	23	2,151	13	668	4	0	0	16,839
	1983-84	0	0	1,648	9	10,062	53	4,145	22	2,627	14	637	3	0	0	19,119
	1984-85	0	0	1,674	7	11,669	51	5,410	24	3,290	14	810	4	0	0	22,853
	1985-86	0	0	2,196	9	12,061	49	5,870	24	3,550	14	817	3	0	0	24,494
	1986-87	0	0	1,388	6	10,838	49	5,474	25	3,371	15	991	4	0	0	22,062
	1987-88	0	0	1,570	6	12,900	51	6,566	26	3,342	13	897	4	0	0	25,275
	1988-89	0	0	1,673	6	13,849	49	8,082	28	4,207	15	669	2	0	0	28,480
	1989-90	92	0	1,771	6	13,886	47	9,006	31	4,260	14	403	1	0	0	29,418
Vermont	1979-80	552	5	284	3	3,982	37	3,510	32	2,143	20	412	4	0	0	10,883
	1980-81	603	6	287	3	3,924	37	3,447	32	2,019	19	385	4	0	0	10,665
	1981-82	447	5	203	2	3,469	40	3,016	34	1,393	16	236	3	0	0	8,764
	1982-83	365	5	257	3	3,186	40	2,624	33	1,278	16	173	2	0	0	7,883
	1983-84	418	5	273	3	3,544	41	2,965	34	1,332	15	197	2	0	0	8,729
	1984-85	549	6	259	3	3,800	40	3,082	32	1,574	17	244	3	11	0	9,519
	1985-86	485	5	345	4	3,993	41	3,081	31	1,667	17	270	3	0	0	9,841
	1986-87	526	6	339	4	3,872	42	2,872	31	1,367	15	219	2	14	0	9,209
	1987-88	528	5	425	4	4,330	44	2,842	29	1,440	15	263	3	0	0	9,828
	1988-89	501	5	461	5	4,639	46	2,798	28	1,508	15	214	2	23	0	10,144
	1989-90	470	5	402	4	4,750	47	2,769	28	1,442	14	230	2	0	0	10,063

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Virginia	1979-80	1,143	1	1,506	1	48,511	43	42,603	38	16,878	15	1,140	1	0	0	111,781
	1980-81	799	1	1,198	1	43,996	42	41,555	40	15,558	15	1,051	1	0	0	104,157
	1981-82	576	1	1,011	1	38,315	43	36,274	41	12,086	14	559	1	0	0	88,821
	1982-83	859	1	1,143	1	36,220	43	33,130	40	11,484	14	553	1	0	0	83,389
	1983-84	1,023	1	1,442	2	36,855	44	32,517	39	10,811	13	451	1	0	0	83,099
	1984-85	821	1	1,628	2	37,274	45	32,417	39	10,797	13	451	1	0	0	83,388
	1985-86	840	1	1,648	2	36,715	47	29,579	38	8,338	11	183	0	0	0	77,303
	1986-87	983	1	914	1	37,881	51	27,014	37	6,618	9	178	0	0	0	73,588
	1987-88	1,466	2	1,260	2	39,034	54	26,015	36	4,843	7	192	0	0	0	72,810
	1988-89	1,666	3	1,996	3	35,186	54	22,444	34	3,445	5	398	1	0	0	65,135
	1989-90	1,894	3	2,187	3	36,757	52	25,195	36	4,250	6	202	0	0	0	70,485
Washington	1979-80	3,318	5	267	0	23,869	39	18,306	30	10,994	18	4,304	7	0	0	61,058
	1980-81	635	1	2,505	4	23,636	39	18,344	30	11,594	19	4,604	8	0	0	61,318
	1981-82	310	1	2,280	4	23,015	41	18,317	33	9,090	16	3,198	6	0	0	56,210
	1982-83	434	1	2,499	4	25,251	43	18,164	31	9,530	16	3,368	6	0	0	59,246
	1983-84	354	1	2,941	5	26,092	43	18,619	31	9,163	15	3,383	6	0	0	60,552
	1984-85	449	1	3,255	5	27,086	45	17,189	28	9,343	15	3,500	6	0	0	60,822
	1985-86	285	0	4,064	6	28,473	44	17,637	27	10,234	16	4,574	7	0	0	65,267
	1986-87	472	1	4,380	7	29,253	47	16,676	27	7,645	12	4,036	6	0	0	62,462
	1987-88	282	0	4,822	8	30,186	47	16,845	26	7,777	12	4,179	7	0	0	64,091
	1988-89	614	1	4,797	7	30,935	48	17,039	26	7,602	12	3,691	6	26	0	64,704
	1989-90	210	0	4,466	7	31,622	51	16,278	26	6,573	11	2,983	5	0	0	62,132
West Virginia	1979-80	0	0	14	0	20,260	46	18,110	41	4,551	10	847	2	0	0	43,782
	1980-81	0	0	0	0	18,055	43	17,524	42	5,292	13	637	2	0	0	41,508
	1981-82	0	0	0	0	17,864	44	17,325	42	5,091	12	604	1	0	0	40,884
	1982-83	0	0	179	1	15,185	47	13,345	42	2,793	9	645	2	0	0	32,147
	1983-84	0	0	0	0	15,228	48	13,331	42	2,805	9	154	0	0	0	31,518
	1984-85	0	0	1	0	15,692	47	13,783	41	3,631	11	277	1	0	0	33,384
	1985-86	0	0	0	0	16,647	50	13,612	40	3,143	9	212	1	0	0	33,614
	1986-87	0	0	30	0	16,353	52	13,026	41	2,236	7	85	0	0	0	31,730
	1987-88	0	0	50	0	16,287	50	13,423	42	2,473	8	99	0	0	0	32,332
	1988-89	1	0	123	0	16,232	49	13,790	42	2,533	8	183	1	0	0	32,862
	1989-90	0	0	180	1	16,199	49	13,650	41	2,795	8	249	1	14	0	33,087
Wisconsin	1979-80	5,564	8	7,364	10	27,534	38	19,314	27	9,323	13	2,566	4	0	0	71,665
	1980-81	4,796	7	6,890	10	26,692	38	19,989	28	10,222	14	2,573	4	0	0	71,162
	1981-82	3,614	6	5,497	9	25,468	40	17,366	27	9,369	15	3,083	5	0	0	64,397
	1982-83	3,364	6	4,818	8	23,453	41	15,224	27	7,626	13	2,179	4	644	1	57,308
	1983-84	3,388	5	6,571	10	25,896	40	16,995	26	8,789	14	2,540	4	96	0	64,275
	1984-85	2,196	3	6,029	10	25,785	41	15,797	25	8,855	14	4,512	7	154	0	63,328
	1985-86	3,404	5	6,124	9	26,810	39	15,468	22	11,547	17	5,891	8	164	0	69,408
	1986-87	3,207	5	6,201	9	26,819	40	14,326	22	10,782	16	5,157	8	67	0	66,559
	1987-88	3,348	5	6,257	9	27,005	41	14,711	22	10,211	15	4,385	7	53	0	65,970
	1988-89	2,972	4	6,257	9	28,151	43	15,065	23	9,495	14	4,135	6	50	0	66,125
	1989-90	2,857	4	7,342	11	29,723	43	16,458	24	9,753	14	3,469	5	0	0	69,602

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Wyoming	1979-80	35	1	233	5	1,920	41	1,695	36	654	14	198	4	0	0	4,735
	1980-81	40	1	217	4	2,264	41	1,798	33	736	13	429	8	0	0	5,484
	1981-82	30	1	152	3	1,933	41	1,687	36	710	15	209	4	0	0	4,721
	1982-83	20	1	131	3	1,914	50	1,258	33	376	10	142	4	0	0	3,841
	1983-84	18	0	154	4	2,196	51	1,360	31	450	10	158	4	0	0	4,336
	1984-85	0	0	241	6	2,295	52	1,425	33	303	7	109	2	0	0	4,373
	1985-86	0	0	213	5	2,391	58	1,097	27	281	7	141	3	0	0	4,123
	1986-87	22	1	185	5	2,190	54	1,171	29	313	8	140	3	0	0	4,021
	1987-88	0	0	101	3	1,789	49	1,298	35	318	9	153	4	0	0	3,659
	1988-89	17	0	235	5	2,473	51	1,550	32	380	8	151	3	0	0	4,806
	1989-90	21	0	166	3	2,530	52	1,549	32	460	9	151	3	0	0	4,877
BIA	1979-80	418	2	1,293	5	7,874	32	5,957	25	5,520	23	3,252	13	0	0	24,314
	1980-81	15	0	93	0	7,893	24	10,147	31	8,902	27	5,641	17	0	0	32,691
	1981-82	324	1	1,819	8	7,708	33	4,828	21	4,896	21	3,970	17	0	0	23,545
	1982-83	331	1	1,902	8	8,119	34	5,199	22	4,789	20	3,441	14	0	0	23,781
	1983-84	138	1	1,575	7	7,424	35	4,482	21	4,559	21	3,190	15	0	0	21,368
	1984-85	0	0	1,473	8	6,273	35	4,171	23	4,072	22	2,168	12	0	0	18,157
	1985-86	0	0	808	5	4,886	32	3,929	25	3,987	26	1,887	12	0	0	15,497
	1986-87	137	1	547	4	4,599	30	3,977	26	3,810	25	2,018	13	0	0	15,088
	1987-88	0	0	872	5	4,918	29	4,064	24	4,209	25	2,738	16	0	0	16,801
	1988-89	0	0	662	4	4,661	29	3,796	23	3,948	24	3,222	20	0	0	16,289
	1989-90	58	0	1,059	7	4,401	28	4,078	25	3,529	22	2,873	18	0	0	15,998
Puerto Rico	1979-80	43	0	8,280	4	109,000	51	81,249	38	13,726	6	353	0	0	0	212,651
	1980-81	0	0	9,561	4	102,552	39	83,991	32	65,854	25	77	0	0	0	262,035
	1981-82	0	0	9,710	4	83,065	34	79,104	32	75,076	30	140	0	0	0	247,095
	1982-83	0	0	13,655	5	90,331	32	90,153	32	83,663	30	229	0	0	0	278,031
	1983-84	0	0	15,856	6	87,209	32	88,957	32	84,695	31	0	0	0	0	276,717
	1984-85	0	0	15,695	6	82,724	32	83,796	32	78,016	30	0	0	0	0	260,231
	1985-86	0	0	12,743	5	93,741	35	86,050	32	76,374	28	41	0	0	0	268,949
	1986-87	0	0	10,139	4	82,566	33	81,315	33	68,925	28	57	0	0	0	250,018
	1987-88	0	0	6,651	3	81,957	33	86,760	35	70,701	29	60	0	0	0	246,129
	1988-89	0	0	6,436	3	78,280	33	82,201	35	68,353	29	21	0	0	0	235,291
	1989-90	0	0	6,199	3	73,990	34	72,052	33	66,202	30	40	0	0	0	218,483
Guam	1979-80	0	0	0	0	1,092	86	173	14	0	0	0	0	0	0	1,265
	1980-81	0	0	0	0	684	57	518	43	0	0	0	0	0	0	1,202
	1981-82	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Trust Terr PI	1979-80	0	0	0	0	3,200	24	4,314	32	4,617	34	1,253	9	0	0	13,384
	1980-81	0	0	0	0	5,713	31	6,837	37	5,325	29	766	4	0	0	18,641
	1981-82	0	0	0	0	6,882	29	8,342	35	6,550	27	2,181	9	0	0	23,955
	1982-83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	14,037	36	11,149	29	8,695	23	4,724	12	0	0	38,605
	1984-85	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Virgin Islands	1979-80	0	0	32	1	62	3	931	42	1,109	51	60	3	0	0	2,194
	1980-81	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table C.6

Number and Percent of Chapter 1 Public and Nonpublic Participants Who Received Reading and Mathematics, by State — 1979-80 through 1989-90

		Public					Nonpublic				
State	**Year**	**Participants**	**Reading**	**%**	**Mathematics**	**%**	**Participants**	**Reading**	**%**	**Mathematics**	**%**
Nation	1979-80	4,973,708	3,777,691	76	2,165,148	44	189,114	148,972	79	68,875	36
	1980-81	4,862,308	3,439,338	71	1,928,810	40	213,499	162,218	76	75,778	35
	1981-82	4,434,447	3,105,872	70	1,781,757	40	184,084	154,491	84	73,034	40
	1982-83	4,270,424	3,120,702	73	1,843,275	43	177,210	137,191	77	66,207	37
	1983-84	4,381,975	3,222,066	74	1,893,630	43	190,660	141,292	74	79,153	42
	1984-85	4,528,177	3,268,470	72	1,970,617	44	184,532	137,905	75	76,174	41
	1985-86	4,611,948	3,382,410	73	2,057,781	45	127,922	87,233	68	43,450	34
	1986-87	4,594,761	3,362,060	73	2,043,110	44	137,900	92,265	67	47,899	35
	1987-88	4,808,030	3,330,637	69	2,056,111	43	136,618	87,448	64	56,557	41
	1988-89	4,777,643	3,422,370	72	2,125,985	44	137,656	84,294	61	59,313	43
	1989-90	5,014,634	3,542,091	71	2,266,056	45	151,948	99,166	65	64,456	42
Alabama	1979-80	129,628	106,840	82	41,630	32	1,221	1,058	87	305	25
	1980-81	130,523	110,021	84	45,448	35	1,103	1,042	94	125	11
	1981-82	121,092	102,231	84	37,142	31	1,039	1,028	99	131	13
	1982-83	109,958	91,316	83	31,439	29	985	938	95	76	8
	1983-84	103,399	83,862	81	32,794	32	825	730	88	89	11
	1984-85	115,107	96,845	84	45,391	39	780	695	89	103	13
	1985-86	117,556	97,184	83	51,584	44	99	96	97	21	21
	1986-87	114,653	95,726	83	50,717	44	125	121	97	58	46
	1987-88	120,093	97,757	81	53,249	44	966	193	20	95	10
	1988-89	121,296	103,659	85	55,360	46	602	284	47	175	29
	1989-90	127,391	109,600	86	61,862	49	510	440	86	284	56
Alaska	1979-80	5,395	3,598	67	2,692	50	87	88	101	18	21
	1980-81	4,585	3,301	72	1,884	41	103	70	68	0	0
	1981-82	4,689	3,575	76	1,772	38	86	66	77	8	9
	1982-83	4,471	3,216	72	1,510	34	93	59	63	24	26
	1983-84	4,299	3,055	71	1,297	30	91	0	0	0	0
	1984-85	4,103	3,005	73	1,056	26	114	41	36	1	1
	1985-86	4,212	3,012	72	1,267	30	89	49	55	2	2
	1986-87	4,701	3,357	71	1,279	27	39	39	100	0	0
	1987-88	4,810	3,743	78	1,415	29	226	55	24	15	7
	1988-89	6,341	4,519	71	2,048	32	32	32	100	0	0
	1989-90	5,559	4,110	74	1,580	28	29	29	100	0	0

Table C.6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Arizona	1979-80	65,661	54,876	84	13,680	21	1,536	1,644	107	108	7
	1980-81	69,672	58,272	84	18,330	26	1,344	1,305	97	144	11
	1981-82	41,532	30,873	74	13,224	32	2,049	969	47	438	21
	1982-83	40,356	31,416	78	3,396	8	651	3,519	541	3	0
	1983-84	42,147	31,290	74	11,187	27	630	537	85	18	3
	1984-85	44,415	34,674	78	13,800	31	1,038	627	60	120	12
	1985-86	62,283	47,427	76	17,520	28	543	465	86	195	36
	1986-87	49,905	43,935	88	15,603	31	1,200	1,161	97	6	1
	1987-88	54,009	39,491	73	18,744	35	773	565	73	510	66
	1988-89	64,065	43,689	68	19,226	30	1,891	1,180	62	504	27
	1989-90	66,638	54,275	81	25,287	38	1990	1,500	75	368	18
Arkansas	1979-80	83,601	46,756	56	17,013	20	970	658	68	0	0
	1980-81	81,188	42,380	52	15,993	20	1,159	681	59	22	2
	1981-82	70,893	37,413	53	14,029	20	542	542	100	75	14
	1982-83	66,605	49,850	75	24,396	37	542	542	100	70	13
	1983-84	66,549	33,735	51	12,249	18	506	319	63	118	23
	1984-85	66,286	31,904	48	12,000	18	573	342	60	60	10
	1985-86	65,653	32,984	50	11,310	17	75	62	83	6	8
	1986-87	62,108	28,952	47	9,682	16	352	183	52	6	2
	1987-88	63,053	30,866	49	8,319	13	367	388	106	77	21
	1988-89	66,943	45,255	68	30,139	45	593	465	78	187	32
	1989-90	66,474	40,077	60	27,464	41	535	256	48	319	60
California	1979-80	572,255	553,266	97	534,861	93	14,239	11,270	79	9,968	70
	1980-81	521,627	437,767	84	419,714	80	11,048	16,453	149	13,948	126
	1981-82	517,900	390,115	75	375,655	73	14,077	16,141	115	13,834	98
	1982-83	569,489	483,992	85	456,079	80	20,398	14,977	73	15,295	75
	1983-84	605,399	506,517	84	468,155	77	20,502	15,675	76	14,114	69
	1984-85	636,837	555,493	87	506,191	79	20,606	17,382	84	13,989	68
	1985-86	647,107	565,903	87	511,338	79	11,844	2,346	20	2,117	18
	1986-87	765,795	671,112	88	600,202	78	16,126	13,474	84	9,938	62
	1987-88	848,999	659,113	78	576,170	68	17,877	14,256	80	7,227	40
	1988-89	786,633	674,052	86	596,810	76	17,711	14,888	84	7,259	41
	1989-90	1,016,211	772,366	76	686,403	68	22,972	19,831	86	10,369	45
Colorado	1979-80	38,952	30,369	78	11,162	29	1,032	683	66	366	35
	1980-81	37,613	29,149	77	11,385	30	1,060	788	74	362	34
	1981-82	33,563	25,543	76	9,203	27	1,868	602	32	245	13
	1982-83	32,928	26,037	79	8,471	26	799	577	72	294	37
	1983-84	33,432	25,856	77	7,326	22	981	549	56	281	29
	1984-85	37,512	30,844	82	6,534	17	662	561	85	257	39
	1985-86	38,742	28,973	75	5,819	15	354	369	104	31	9
	1986-87	35,750	25,633	72	5,417	15	338	289	86	18	5
	1987-88	36,088	24,822	69	5,556	15	276	253	92	13	5
	1988-89	37,301	27,859	75	5,674	15	313	312	100	9	3
	1989-90	36,131	26,665	74	5,528	15	441	419	95	13	3

Table C.6 (contd.)

		Public					Nonpublic				
State	**Year**	**Participants**	**Reading**	**%**	**Mathematics**	**%**	**Participants**	**Reading**	**%**	**Mathematics**	**%**
Connecticut	1979-80	55,630	27,597	50	17,030	31	4,873	3,949	81	2,979	61
	1980-81	57,270	24,964	44	10,291	18	4,043	1,421	35	104	3
	1981-82	45,368	10,851	24	1,427	3	2,848	1,567	55	1,110	39
	1982-83	30,752	21,934	71	17,914	58	1,968	1,968	100	0	0
	1983-84	48,399	24,195	50	20,932	43	2,560	2,560	100	2,560	100
	1984-85	52,511	31,319	60	28,728	55	3,135	2,983	95	2,803	89
	1985-86	51,593	44,005	85	42,297	82	2,297	2,292	100	2,105	92
	1986-87	51,048	25,202	49	18,746	37	3,426	1,369	40	728	21
	1987-88	52,113	25,398	49	20,686	40	3,168	2,043	64	1,307	41
	1988-89	55,951	38,765	69	14,110	25	2,238	1,722	77	623	28
	1989-90	45,431	22,392	49	14,662	32	2113	1,247	59	878	42
Delaware	1979-80	11,105	10,357	93	3,783	34	1,062	573	54	432	41
	1980-81	9,921	8,159	82	3,355	34	921	697	76	483	52
	1981-82	8,148	5,417	66	4,440	54	690	621	90	214	31
	1982-83	8,156	6,665	82	2,766	34	508	478	94	136	27
	1983-84	8,225	6,837	83	2,570	31	570	484	85	173	30
	1984-85	9,880	7,406	75	2,576	26	588	500	85	167	28
	1985-86	9,143	7,127	78	2,756	30	524	393	75	231	44
	1986-87	10,238	7,983	78	3,110	30	507	458	90	49	10
	1987-88	10,167	8,390	83	2,937	29	540	479	89	47	9
	1988-89	9,340	7,388	79	2,820	30	656	553	84	87	13
	1989-90	9,600	9,600	100	3,035	32	816	307	38	26	3
D. C.	1979-80	15,905	9,543	60	6,362	40	981	590	60	391	40
	1980-81	17,088	10,953	64	6,135	36	944	603	64	341	36
	1981-82	13,765	7,980	58	5,785	42	875	550	63	325	37
	1982-83	14,780	10,373	70	4,407	30	809	653	81	136	17
	1983-84	12,502	8,600	69	6,400	51	573	400	70	173	30
	1984-85	15,243	14,148	93	11,599	76	565	346	61	219	39
	1985-86	15,776	13,972	89	11,165	71	437	322	74	176	40
	1986-87	15,541	14,061	90	11,360	73	440	391	89	199	45
	1987-88	15,725	15,725	100	12,380	79	540	540	100	327	61
	1988-89	12,405	12,405	100	8,916	72	480	338	70	237	49
	1989-90	12,289	12,289	100	11,386	93	633	633	100	633	100
Florida	1979-80	153,493	126,622	82	46,961	31	4,390	3,482	79	1,831	42
	1980-81	147,354	126,180	86	42,902	29	5,865	3,368	57	1,743	30
	1981-82	126,707	104,912	83	36,671	29	3,724	3,022	81	1,588	43
	1982-83	139,718	109,262	78	47,055	34	3,573	2,832	79	1,654	46
	1983-84	145,459	123,720	85	62,672	43	3,178	2,323	73	1,326	42
	1984-85	153,881	125,686	82	66,419	43	2,995	2,555	85	1,574	53
	1985-86	149,889	124,266	83	70,325	47	1,710	1,363	80	1,062	62
	1986-87	132,741	116,384	88	58,222	44	2,714	2,276	84	1,092	40
	1987-88	133,738	114,215	85	60,553	45	2,404	1,959	81	1,208	50
	1988-89	142,256	128,740	90	69,169	49	2,491	2,207	89	1,328	53
	1989-90	163,813	145,141	89	91,183	56	2452	2,003	82	1,238	50

Table C.6 (contd.)

State	Year	Public Participants	Public Reading	%	Public Mathematics	%	Nonpublic Participants	Nonpublic Reading	%	Nonpublic Mathematics	%
Georgia	1979-80	158,530	125,485	79	87,239	55	1,116	986	88	398	36
	1980-81	157,419	116,925	74	87,198	55	1,716	1,524	89	1,167	68
	1981-82	170,538	138,807	81	106,860	63	1,098	1,095	100	489	45
	1982-83	113,673	89,661	79	65,637	58	300	273	91	72	24
	1983-84	132,201	92,991	70	77,571	59	1,404	969	69	846	60
	1984-85	169,311	101,610	60	81,276	48	1,083	984	91	771	71
	1985-86	122,250	95,163	78	69,699	57	354	274	77	201	57
	1986-87	135,467	104,272	77	81,817	60	357	294	82	247	69
	1987-88	139,000	107,445	77	83,303	60	356	247	69	246	69
	1988-89	138,161	108,086	78	86,369	63	439	320	73	312	71
	1989-90	141,485	101,827	72	81,745	58	250	183	73	201	80
Hawaii	1979-80	15,301	14,544	95	757	5	326	285	87	41	13
	1980-81	15,336	14,062	92	1,274	8	336	304	90	32	10
	1981-82	11,195	11,338	101	1,014	9	287	271	94	24	8
	1982-83	10,044	9,435	94	418	4	234	192	82	42	18
	1983-84	9,878	9,398	95	480	5	214	193	90	21	10
	1984-85	12,080	10,985	91	1,095	9	198	186	94	12	6
	1985-86	14,110	11,862	84	2,248	16	48	42	88	6	13
	1986-87	14,212	11,738	83	2,474	17	68	61	90	7	10
	1987-88	14,223	11,939	84	2,284	16	85	70	82	15	18
	1988-89	15,254	12,208	80	3,071	20	109	79	72	5	5
	1989-90	14,899	12,859	86	2,040	14	67	67	100	0	0
Idaho	1979-80	16,010	12,823	80	5,133	32	187	153	82	58	31
	1980-81	15,699	12,522	80	5,329	34	227	89	39	70	31
	1981-82	14,286	11,007	77	3,875	27	177	144	81	58	33
	1982-83	13,869	11,061	80	4,163	30	129	88	68	39	30
	1983-84	15,637	11,798	75	5,247	34	208	163	78	145	70
	1984-85	15,604	11,411	73	5,806	37	163	127	78	85	52
	1985-86	16,747	11,790	70	6,879	41	82	84	102	92	112
	1986-87	17,739	12,676	71	7,510	42	118	95	81	84	71
	1987-88	18,864	13,871	74	7,879	42	105	117	111	82	78
	1988-89	20,152	14,835	74	8,779	44	388	160	41	200	52
	1989-90	23,421	16,762	72	10,127	43	179	112	63	67	37
Illinois	1979-80	158,203	133,022	84	53,050	34	8,036	7,247	90	1,134	14
	1980-81	157,217	131,496	84	53,066	34	8,001	7,165	90	1,172	15
	1981-82	136,230	114,274	84	42,857	31	6,538	6,065	93	718	11
	1982-83	128,201	101,797	79	40,597	32	6,850	6,044	88	842	12
	1983-84	139,340	106,204	76	44,968	32	7,031	6,012	86	783	11
	1984-85	142,064	115,582	81	54,560	38	6,809	6,470	95	1,395	20
	1985-86	156,167	118,041	76	68,657	44	6,448	6,099	95	1,678	26
	1986-87	153,267	117,402	77	54,633	36	6,195	5,144	83	2,659	43
	1987-88	154,509	127,443	82	58,526	38	5,596	5,475	98	4,371	78
	1988-89	145,724	113,054	78	50,947	35	6,598	6,216	94	5,165	78
	1989-90	148,527	121,256	82	56,079	38	5787	4,403	76	3,720	64

Table C.6 (contd.)

		Public					Nonpublic				
State	**Year**	**Participants**	**Reading**	**%**	**Mathematics**	**%**	**Participants**	**Reading**	**%**	**Mathematics**	**%**
Indiana	1979-80	100,769	90,857	90	26,006	26	3,655	3,080	84	1,231	34
	1980-81	88,787	77,145	87	19,906	22	3,093	2,579	83	1,076	35
	1981-82	85,028	70,036	82	18,059	21	3,391	2,800	83	903	27
	1982-83	89,038	75,317	85	25,339	28	3,889	2,954	76	1,605	41
	1983-84	92,608	80,439	87	28,107	30	3,268	2,907	89	1,257	38
	1984-85	96,726	83,642	86	27,933	29	3,659	3,101	85	1,144	31
	1985-86	105,491	87,770	83	33,326	32	1,502	1,306	87	439	29
	1986-87	100,058	83,250	83	31,763	32	2,144	1,772	83	734	34
	1987-88	98,034	81,124	83	33,360	34	2,100	1,810	86	930	44
	1988-89	98,090	84,959	87	32,411	33	2,106	1,835	87	844	40
	1989-90	91,258	78,703	86	30,087	33	2169	1,770	82	906	42
Iowa	1979-80	42,688	36,529	86	8,021	19	3,919	3,527	90	573	15
	1980-81	40,043	34,048	85	8,177	20	3,675	3,339	91	513	14
	1981-82	36,808	31,650	86	7,198	20	3,319	3,002	90	539	16
	1982-83	36,956	31,347	85	15,309	41	3,269	3,243	99	1,079	33
	1983-84	27,288	22,863	84	5,506	20	2,153	1,812	84	598	28
	1984-85	23,984	23,420	98	5,700	24	2,303	2,303	100	447	19
	1985-86	23,516	22,814	97	5,415	23	1,944	1,944	100	318	16
	1986-87	34,253	27,121	79	6,630	19	2,384	2,086	88	298	13
	1987-88	38,723	30,451	79	8,272	21	2,327	2,092	90	235	10
	1988-89	37,605	30,462	81	7,757	21	2,259	2,021	89	238	11
	1989-90	36,457	29,064	80	7,393	20	2343	2,052	88	291	12
Kansas	1979-80	38,741	28,687	74	13,383	35	2,143	1,544	72	821	38
	1980-81	40,309	28,913	72	14,549	36	1,935	1,351	70	747	39
	1981-82	38,439	28,465	74	13,733	36	1,848	1,305	71	741	40
	1982-83	36,936	25,799	70	12,484	34	1,557	882	57	503	32
	1983-84	33,885	22,902	68	11,581	34	1,320	898	68	593	45
	1984-85	37,290	23,684	64	13,419	36	1,303	762	58	554	43
	1985-86	34,920	23,162	66	12,137	35	586	435	74	187	32
	1986-87	33,444	21,825	65	11,324	34	762	470	62	290	38
	1987-88	34,224	21,794	64	11,768	34	784	532	68	315	40
	1988-89	32,986	21,568	65	11,202	34	703	593	84	284	40
	1989-90	33,483	21,254	63	11,575	35	690	641	93	306	44
Kentucky	1979-80	111,914	97,344	87	26,575	24	2,967	2,720	92	187	6
	1980-81	110,650	96,650	87	28,702	26	3,156	2,733	87	174	6
	1981-82	104,355	91,102	87	27,533	26	2,848	2,266	80	242	8
	1982-83	100,129	88,441	88	22,971	23	2,496	2,162	87	184	7
	1983-84	95,589	83,919	88	21,586	23	2,625	2,457	94	170	6
	1984-85	101,204	88,170	87	23,562	23	3,036	2,105	69	187	6
	1985-86	99,166	87,103	88	23,746	24	2,326	1,415	61	145	6
	1986-87	90,153	79,625	88	20,846	23	2,014	1,336	66	73	4
	1987-88	86,563	77,185	89	20,600	24	1,803	1,308	73	111	6
	1988-89	88,324	78,989	89	21,467	24	1,540	1,184	77	89	6
	1989-90	97,371	85,868	88	28,527	29	1472	1,242	84	108	7

Table C.6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Louisiana	1979-80	155,781	100,261	64	69,609	45	7,327	4,560	62	2,406	33
	1980-81	134,285	75,187	56	48,818	36	7,577	3,438	45	2,001	26
	1981-87	103,405	81,201	79	48,775	47	5,676	5,089	90	2,389	42
	1982-83	95,701	65,050	68	37,444	39	5,342	4,536	85	1,982	37
	1983-84	93,646	74,366	79	44,613	48	5,263	4,460	85	2,560	49
	1984-85	103,556	75,624	73	43,085	42	6,016	4,848	81	2,391	40
	1985-86	106,559	82,780	78	49,246	46	1,706	3,059	179	1,285	75
	1986-87	103,755	65,592	63	38,799	37	2,709	2,284	84	1,280	47
	1987-88	104,033	77,682	75	46,493	45	3,503	3,157	90	1,118	32
	1988-89	105,182	79,526	76	46,885	45	2,381	1,930	81	1,005	42
	1989-90	97,514	95,081	98	38,484	39	3009	2,489	83	1,347	45
Maine	1979-80	25,642	20,046	78	9,132	36	838	836	100	386	46
	1980-81	22,153	19,712	89	9,233	42	833	609	73	285	34
	1981-82	21,936	17,797	81	8,510	39	638	489	77	234	37
	1982-83	21,829	17,644	81	8,138	37	745	602	81	278	37
	1983-84	21,494	16,169	75	6,553	30	783	783	100	783	100
	1984-85	23,941	18,729	78	9,199	38	666	531	80	138	21
	1985-86	21,561	16,406	76	8,108	38	192	15	8	18	9
	1986-87	25,701	20,739	81	10,040	39	305	219	72	117	38
	1987-88	24,183	18,503	77	8,299	34	303	237	78	114	38
	1988-89	26,468	20,575	78	10,886	41	330	198	60	119	36
	1989-90	25,277	19,795	78	9,601	38	313	224	72	130	42
Maryland	1979-80	60,803	51,653	85	35,015	58	2,481	1,972	79	1,554	63
	1980-81	66,713	49,386	74	43,075	65	2,559	1,772	69	1,636	64
	1981-82	56,844	48,098	85	30,345	53	2,735	1,799	66	1,126	41
	1982-83	54,840	45,649	83	32,360	59	1,197	1,062	89	543	45
	1983-84	56,972	46,228	81	30,683	54	1,166	881	76	479	41
	1984-85	66,168	50,624	77	34,409	52	1,839	1,058	58	678	37
	1985-86	70,100	57,633	82	46,788	67	752	616	82	377	50
	1986-87	55,687	45,469	82	32,785	59	2,020	1,380	68	1,072	53
	1987-88	58,580	48,614	83	34,321	59	2,376	1,890	80	1,661	70
	1988-89	72,998	63,219	87	48,629	67	3,142	1,900	60	1,851	59
	1989-90	63,797	53,442	84	40,822	64	3110	910	29	592	19
Massachusetts	1979-80	73,398	52,827	72	21,165	29	8,181	6,042	74	1,830	22
	1980-81	83,905	66,009	79	18,734	22	9,648	8,501	88	2,132	22
	1981-82	73,403	53,883	73	23,950	33	7,903	6,687	85	1,209	15
	1982-83	65,296	49,410	76	16,694	26	7,205	6,042	84	991	14
	1983-84	88,827	66,886	75	21,672	24	9,207	7,447	81	1,400	15
	1984-85	81,799	48,117	59	25,074	31	6,819	5,032	74	1,322	19
	1985-86	81,207	44,888	55	22,699	28	3,615	2,051	57	639	18
	1986-87	74,963	42,022	56	23,021	31	4,392	3,048	69	721	16
	1987-88	73,146	39,365	54	20,106	27	4,684	2,526	54	1,351	29
	1988-89	70,412	37,550	53	24,209	34	4,086	2,580	63	879	22
	1989-90	70,655	34,976	50	21,726	31	4420	2,525	57	1,248	28

Table C.6 (contd.)

		Public					Nonpublic				
State	**Year**	**Participants**	**Reading**	**%**	**Mathematics**	**%**	**Participants**	**Reading**	**%**	**Mathematics**	**%**
Michigan	1979-80	164,631	147,819	90	92,943	56	4,818	4,026	84	1,989	41
	1980-81	153,930	136,062	88	75,264	49	5,115	4,362	85	1,524	30
	1981-82	138,603	122,790	89	71,193	51	4,668	4,167	89	2,091	45
	1982-83	126,037	112,903	90	61,742	49	2,871	2,664	93	784	27
	1983-84	134,711	110,358	82	56,750	42	4,179	3,809	91	1,166	28
	1984-85	137,584	122,259	89	74,317	54	3,813	3,434	90	964	25
	1985-86	152,556	130,498	86	80,159	53	3,187	2,714	85	1,094	34
	1986-87	142,689	115,996	81	61,947	43	2,812	2,579	92	869	31
	1987-88	146,494	118,707	81	64,370	44	2,651	2,374	90	1,146	43
	1988-89	147,794	120,931	82	63,520	43	2,771	2,077	75	1,243	45
	1989-90	140,247	112,999	81	62,289	44	2814	2,400	85	1,470	52
Minnesota	1979-80	65,308	51,788	79	45,716	70	6,919	6,093	88	5,291	76
	1980-81	56,713	47,056	83	37,408	66	5,987	5,034	84	3,883	65
	1981-82	52,048	41,846	80	35,332	68	5,670	4,836	85	3,967	70
	1982-83	50,147	40,041	80	33,892	68	5,388	4,376	81	3,652	68
	1983-84	49,091	38,154	78	30,681	62	5,294	4,266	81	3,442	65
	1984-85	54,067	44,685	83	37,284	69	5,302	4,345	82	3,676	69
	1985-86	53,355	42,271	79	34,571	65	3,023	2,437	81	1,905	63
	1986-87	56,330	40,394	72	32,526	58	2,843	2,295	81	1,830	64
	1987-88	58,231	42,525	73	35,980	62	2,771	2,191	79	1,760	64
	1988-89	59,559	45,751	77	39,207	66	2,690	2,060	77	1,599	59
	1989-90	59,264	45,753	77	36,175	61	2898	2,207	76	1,664	57
Mississippi	1979-80	129,902	103,336	80	67,521	52	1,909	1,578	83	952	50
	1980-81	129,604	98,348	76	66,580	51	1,804	1,517	84	709	39
	1981-82	117,934	80,906	69	55,844	47	1,732	903	52	884	51
	1982-83	112,612	81,595	72	51,871	46	1,773	1,160	65	798	45
	1983-84	98,231	67,662	69	44,465	45	1,840	1,178	64	696	38
	1984-85	99,270	59,795	60	49,905	50	1,996	1,173	59	1,019	51
	1985-86	92,343	51,462	56	44,778	48	617	151	24	326	53
	1986-87	92,996	57,279	62	52,257	56	1,687	977	58	1,018	60
	1987-88	99,338	60,657	61	55,045	55	1,784	973	55	1,137	64
	1988-89	102,357	66,133	65	60,562	59	1,833	1,135	62	1,251	68
	1989-90	121,119	70,312	58	71,024	59	1983	1,209	61	1,316	66
Missouri	1979-80	87,216	54,005	62	30,875	35	192	165	86	65	34
	1980-81	95,286	61,754	65	33,707	35	201	109	54	62	31
	1981-82	86,334	57,928	67	30,800	36	208	113	54	71	34
	1982-83	85,689	56,710	66	30,910	36	260	151	58	48	18
	1983-84	83,299	56,297	68	29,984	36	3,965	2,387	60	1,511	38
	1984-85	77,351	50,458	65	27,934	36	4,021	2,411	60	1,438	36
	1985-86	71,023	47,265	67	26,501	37	3,004	1,967	65	1,036	34
	1986-87	71,496	46,018	64	25,165	35	2,833	1,880	66	832	29
	1987-88	79,563	42,543	53	22,226	28	3,214	2,153	67	1,008	31
	1988-89	64,211	46,092	72	22,560	35	3,662	196	5	116	3
	1989-90	68,046	44,998	66	22,483	33	3389	2,613	77	929	27

Table C.6 (contd.)

		Public					Nonpublic				
State	**Year**	**Participants**	**Reading**	**%**	**Mathematics**	**%**	**Participants**	**Reading**	**%**	**Mathematics**	**%**
Montana	1979-80	12,557	10,610	84	4,081	32	434	292	67	112	26
	1980-81	13,504	8,735	65	4,996	37	450	357	79	249	55
	1981-82	11,765	8,405	71	4,616	39	459	307	67	219	48
	1982-83	11,135	7,486	67	4,605	41	442	306	69	204	46
	1983-84	11,338	8,114	72	4,623	41	426	359	84	174	41
	1984-85	12,345	8,436	68	4,607	37	268	192	72	156	58
	1985-86	13,103	8,492	65	5,510	42	239	141	59	157	66
	1986-87	13,665	8,136	60	6,035	44	191	143	75	150	79
	1987-88	12,379	7,588	61	5,929	48	177	93	53	91	51
	1988-89	13,401	8,536	64	6,610	49	186	87	47	79	42
	1989-90	13,503	7,808	58	6,157	46	173	103	60	99	57
Nebraska	1979-80	26,201	19,777	75	9,080	35	2,905	2,409	83	817	28
	1980-81	23,748	18,441	78	9,483	40	2,555	2,171	85	1,012	40
	1981-82	26,783	19,657	73	9,341	35	3,064	1,082	35	476	16
	1982-83	19,366	15,542	80	7,256	37	2,046	1,862	91	738	36
	1983-84	19,958	16,537	83	6,794	34	2,218	1,777	80	910	41
	1984-85	18,579	14,790	80	7,199	39	1,552	1,162	75	548	35
	1985-86	24,060	15,130	63	7,504	31	911	636	70	267	29
	1986-87	25,231	16,945	67	7,853	31	1,422	860	60	522	37
	1987-88	25,131	16,892	67	7,897	31	1,281	812	63	417	33
	1988-89	26,175	17,983	69	7,944	30	1,580	946	60	623	39
	1989-90	25,820	17,101	66	7,956	31	1480	880	59	580	39
Nevada	1979-80	5,891	4,846	82	3,270	56	87	34	39	43	49
	1980-81	5,490	2,597	47	2,996	55	98	50	51	52	53
	1981-82	6,692	3,566	53	3,827	57	118	56	47	38	32
	1982-83	7,020	1,941	28	3,655	52	61	27	44	36	59
	1983-84	7,827	2,874	37	4,704	60	91	31	34	52	57
	1984-85	8,479	3,581	42	4,033	48	113	48	42	69	61
	1985-86	9,353	5,248	56	5,181	55	39	10	26	37	95
	1986-87	8,000	6,513	81	2,213	28	143	96	67	98	69
	1987-88	9,228	6,762	73	1,940	21	77	48	62	48	62
	1988-89	10,640	9,632	91	1,788	17	68	63	93	0	0
	1989-90	9,349	5,677	61	1,038	11	73	67	92	0	0
New Hampshire	1979-80	7,855	6,043	77	809	10	479	380	79	43	9
	1980-81	9,046	6,777	75	896	10	520	424	82	48	9
	1981-82	6,687	4,420	66	572	9	399	228	57	54	14
	1982-83	7,481	6,041	81	877	12	395	251	64	42	11
	1983-84	8,544	6,762	79	1,494	17	428	316	74	64	15
	1984-85	9,687	7,876	81	1,986	21	547	339	62	107	20
	1985-86	11,429	8,248	72	2,555	22	411	205	50	34	8
	1986-87	9,759	7,698	79	2,437	25	301	301	100	67	22
	1987-88	11,445	8,797	77	2,938	26	338	205	61	22	7
	1988-89	11,153	7,966	71	2,648	24	190	167	88	23	12
	1989-90	12,040	8,418	70	2,846	24	229	173	76	34	15

Table C.6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
New Jersey	1979-80	108,925	64,315	59	45,065	41	12,454	8,263	66	5,126	41
	1980-81	115,545	78,133	68	53,711	46	12,429	8,983	72	5,747	46
	1981-82	122,785	82,628	67	64,611	53	10,981	7,479	68	4,711	43
	1982-83	138,088	106,258	77	92,899	67	10,956	8,431	77	6,831	62
	1983-84	132,201	104,044	79	88,417	67	9,809	7,815	80	6,015	61
	1984-85	148,538	114,794	77	97,841	66	11,962	9,959	83	7,676	64
	1985-86	158,842	125,035	79	101,207	64	7,364	5,634	77	4,576	62
	1986-87	176,489	144,575	82	119,585	68	6,819	5,469	80	4,443	65
	1987-88	184,845	130,418	71	123,257	67	6,367	4,954	78	3,706	58
	1988-89	166,474	124,827	75	114,672	69	6,649	4,601	69	4,060	61
	1989-90	166,471	125,457	75	114,536	69	6206	4,518	73	4,104	66
New Mexico	1979-80	31,012	16,741	54	6,091	20	1,373	948	69	248	18
	1980-81	32,343	15,537	48	6,592	20	1,302	845	65	98	8
	1981-82	28,748	15,539	54	5,452	19	1,314	766	58	157	12
	1982-83	26,414	13,715	52	3,545	13	1,241	550	44	135	11
	1983-84	27,074	12,791	47	3,883	14	1,122	561	50	194	17
	1984-85	28,114	13,779	49	3,452	12	1,224	459	38	108	9
	1985-86	30,838	17,037	55	3,167	10	877	546	62	21	2
	1986-87	28,036	11,945	43	4,501	16	1,070	665	62	205	19
	1987-88	29,821	12,384	42	4,721	16	1,344	770	57	189	14
	1988-89	30,277	14,138	47	3,702	12	797	440	55	98	12
	1989-90	32,512	12,779	39	3,916	12	849	340	40	182	21
New York	1979-80	320,885	260,053	81	109,923	34	26,816	25,941	97	13,500	50
	1980-81	329,780	189,319	57	82,380	25	55,580	40,120	72	21,027	38
	1981-82	328,030	187,469	57	80,120	24	38,767	38,100	98	19,320	50
	1982-83	261,062	190,433	73	91,840	35	37,590	25,807	69	14,265	38
	1983-84	301,750	239,056	79	108,417	36	41,931	27,955	67	15,168	36
	1984-85	335,153	230,238	69	117,058	35	39,663	26,831	68	15,647	39
	1985-86	311,118	225,944	73	88,490	28	31,520	21,041	67	11,038	35
	1986-87	301,175	210,539	70	89,674	30	20,319	13,714	67	7,956	39
	1987-88	323,950	122,514	38	84,786	26	21,071	5,895	28	8,223	39
	1988-89	330,299	112,442	34	93,384	28	22,113	4,927	22	8,845	40
	1989-90	326,759	116,888	36	100,107	31	30188	14,065	47	11,243	37
North Carolina	1979-80	148,821	130,011	87	28,220	19	726	528	73	119	16
	1980-81	144,649	122,174	84	31,852	22	683	532	78	167	24
	1981-82	135,456	111,409	82	30,734	23	572	2,182	381	142	25
	1982-83	133,372	107,913	81	32,498	24	517	403	78	105	20
	1983-84	131,588	119,109	91	35,667	27	492	448	91	145	29
	1984-85	129,041	104,643	81	31,633	25	454	307	68	153	34
	1985-86	124,908	123,070	99	32,537	26	447	328	73	119	27
	1986-87	113,511	97,801	86	26,792	24	372	292	78	84	23
	1987-88	113,567	93,032	82	27,532	24	478	409	86	292	61
	1988-89	116,759	98,127	84	26,792	23	434	323	74	162	37
	1989-90	113,761	89,214	78	24,898	22	366	292	80	199	54

Table C.6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
North Dakota	1979-80	9,703	7,663	79	2,784	29	536	509	95	100	19
	1980-81	9,522	7,535	79	2,438	26	463	389	84	115	25
	1981-82	7,018	5,535	79	2,249	32	347	265	76	104	30
	1982-83	9,962	8,175	82	2,424	24	518	415	80	92	18
	1983-84	8,452	6,929	82	2,322	27	484	423	87	73	15
	1984-85	8,640	7,115	82	2,505	29	491	380	77	110	22
	1985-86	8,804	7,214	82	2,476	28	308	279	91	62	20
	1986-87	8,816	7,081	80	2,814	32	315	269	85	87	28
	1987-88	9,110	7,298	80	2,875	32	300	251	84	74	25
	1988-89	10,004	7,845	78	3,263	33	282	227	80	75	27
	1989-90	9,800	7,525	77	3,061	31	336	242	72	88	26
Ohio	1979-80	138,214	121,123	88	13,441	10	6,040	5,147	85	958	16
	1980-81	135,895	120,048	88	13,832	10	7,861	5,538	70	1,330	17
	1981-82	119,042	105,274	88	10,419	9	7,332	5,183	71	1,042	14
	1982-83	114,124	101,015	89	9,467	8	5,516	4,631	84	1,209	22
	1983-84	126,552	113,387	90	14,260	11	5,830	4,891	84	1,469	25
	1984-85	133,646	117,982	88	15,220	11	5,925	5,189	88	1,281	22
	1985-86	130,924	115,440	88	14,389	11	5,737	4,693	82	1,176	20
	1986-87	122,692	109,834	90	12,850	10	7,997	4,693	59	1,620	20
	1987-88	129,680	112,169	86	14,758	11	6,012	4,627	77	1,307	22
	1988-89	130,639	116,758	89	16,600	13	5,823	4,858	83	1,410	24
	1989-90	128,342	112,729	88	17,047	13	6124	4,743	77	1,483	24
Oklahoma	1979-80	79,175	57,698	73	26,819	34	273	252	92	81	30
	1980-81	80,231	53,625	67	26,911	34	343	294	86	125	36
	1981-82	68,834	49,464	72	25,226	37	260	221	85	98	38
	1982-83	61,387	44,519	73	20,420	33	312	236	76	319	102
	1983-84	59,896	40,550	68	18,730	31	228	212	93	119	52
	1984-85	62,604	42,565	68	22,459	36	358	215	60	175	49
	1985-86	61,868	42,537	69	20,842	34	213	170	80	123	58
	1986-87	58,371	41,553	71	19,628	34	204	167	82	101	50
	1987-88	57,407	40,650	71	20,439	36	170	144	85	73	43
	1988-89	59,627	40,967	69	21,301	36	175	144	82	128	73
	1989-90	58,427	34,211	59	18,993	33	310	208	67	206	66
Oregon	1979-80	46,476	37,661	81	14,673	32	850	680	80	164	19
	1980-81	30,545	25,068	82	11,299	37	545	467	86	148	27
	1981-82	29,212	24,603	84	9,276	32	606	501	83	145	24
	1982-83	35,497	28,944	82	11,509	32	840	825	98	335	40
	1983-84	34,616	29,164	84	11,197	32	580	475	82	186	32
	1984-85	36,968	29,745	80	11,479	31	620	537	87	200	32
	1985-86	42,148	32,888	78	11,871	28	538	368	68	125	23
	1986-87	42,096	31,610	75	12,227	29	513	482	94	160	31
	1987-88	44,096	34,243	78	14,052	32	381	292	77	91	24
	1988-89	40,411	31,414	78	10,583	26	473	293	62	0	0
	1989-90	44,233	35,293	80	13,778	31	476	411	86	251	53

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Table C.6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Pennsylvania	1979-80	242,703	206,970	85	105,905	44	25,947	24,419	94	4,508	17
	1980-81	240,451	208,324	87	103,334	43	24,959	22,347	90	4,064	16
	1981-82	218,418	194,014	89	96,069	44	22,399	19,861	89	3,461	15
	1982-83	204,818	184,438	90	88,748	43	22,236	19,423	87	3,677	17
	1983-84	204,544	199,421	97	88,266	43	21,656	18,639	86	7,708	36
	1984-85	206,769	174,393	84	66,543	32	21,564	18,577	86	7,970	37
	1985-86	199,845	181,932	91	77,167	39	17,749	14,935	84	5,066	29
	1986-87	198,155	173,828	88	63,779	32	13,697	11,593	85	3,773	28
	1987-88	209,346	163,839	78	61,026	29	16,415	13,469	82	6,423	39
	1988-89	212,355	164,460	77	63,016	30	16,342	13,197	81	8,421	52
	1989-90	197,326	159,398	81	65,447	33	17100	13,805	81	7,472	44
Rhode Island	1979-80	17,824	7,772	44	2,708	15	921	584	63	288	31
	1980-81	16,073	8,607	54	2,469	15	1,138	673	59	286	25
	1981-82	12,076	9,670	80	2,279	19	906	520	57	150	17
	1982-83	11,196	8,513	76	1,682	15	849	610	72	141	17
	1983-84	11,939	9,066	76	1,791	15	928	650	70	150	16
	1984-85	12,720	9,359	74	2,178	17	723	460	64	182	25
	1985-86	12,285	9,240	75	1,940	16	520	325	63	88	17
	1986-87	13,212	10,370	78	1,548	12	443	334	75	86	19
	1987-88	14,838	11,673	79	1,885	13	420	266	63	96	23
	1988-89	14,545	11,061	76	2,238	15	398	278	70	73	18
	1989-90	14,069	10,261	73	2,398	17	320	185	58	99	31
South Carolina	1979-80	97,363	62,299	64	40,875	42	597	286	48	194	32
	1980-81	90,471	56,922	63	40,359	45	637	283	44	242	38
	1981-82	71,439	41,944	59	32,990	46	571	239	42	243	43
	1982-83	61,528	35,981	58	29,560	48	533	237	44	225	42
	1983-84	57,581	34,120	59	28,161	49	444	170	38	182	41
	1984-85	51,527	31,179	61	25,135	49	295	145	49	139	47
	1985-86	52,588	30,766	59	26,683	51	97	76	78	68	70
	1986-87	51,285	29,197	57	25,153	49	89	59	66	58	65
	1987-88	53,677	34,391	64	26,609	50	130	105	81	101	78
	1988-89	55,880	35,233	63	27,216	49	113	92	81	77	68
	1989-90	57,300	37,470	65	28,727	50	237	162	68	142	60
South Dakota	1979-80	14,373	10,952	76	8,553	60	899	492	55	377	42
	1980-81	14,030	11,036	79	7,660	55	756	427	56	291	38
	1981-82	13,016	10,223	79	7,029	54	800	526	66	364	46
	1982-83	12,070	9,215	76	6,434	53	670	477	71	319	48
	1983-84	11,921	9,114	76	6,517	55	819	514	63	335	41
	1984-85	12,077	9,223	76	6,571	54	800	513	64	310	39
	1985-86	12,350	9,566	77	7,126	58	652	368	56	242	37
	1986-87	12,312	9,239	75	6,943	56	494	367	74	197	40
	1987-88	12,791	9,346	73	7,535	59	480	289	60	196	41
	1988-89	12,776	9,911	78	7,512	59	391	305	78	201	51
	1989-90	13,780	10,273	75	7,803	57	474	247	52	157	33

Table C.6 (contd.)

State	Year	Public Participants	Public Reading	%	Public Mathematics	%	Nonpublic Participants	Nonpublic Reading	%	Nonpublic Mathematics	%
Tennessee	1979-80	150,306	110,478	74	58,332	39	933	528	57	405	43
	1980-81	101,295	79,395	78	42,615	42	726	480	66	246	34
	1981-82	88,794	67,560	76	34,221	39	48	39	81	21	44
	1982-83	137,223	104,346	76	60,735	44	822	537	65	327	40
	1983-84	91,377	63,531	70	28,344	31	600	423	71	177	30
	1984-85	99,144	77,069	78	42,159	43	460	287	62	225	49
	1985-86	103,135	77,689	75	46,204	45	193	169	88	161	83
	1986-87	102,121	75,928	74	42,825	42	390	329	84	332	85
	1987-88	101,062	74,762	74	43,973	44	894	594	66	593	66
	1988-89	97,084	72,040	74	44,276	46	558	446	80	475	85
	1989-90	106,274	83,597	79	52,406	49	419	210	50	215	51
Texas	1979-80	415,815	317,867	76	180,653	43	5,185	4,203	81	1,823	35
	1980-81	410,372	290,092	71	125,168	31	5,613	2,327	41	1,020	18
	1981-82	345,214	237,312	69	93,248	27	5,636	6,008	107	2,465	44
	1982-83	309,292	212,588	69	83,533	27	6,549	6,981	107	2,864	44
	1983-84	301,451	217,937	72	82,478	27	4,779	3,617	76	1,130	24
	1984-85	292,726	204,789	70	70,902	24	5,022	3,897	78	827	16
	1985-86	362,695	253,173	70	92,188	25	2,883	2,035	71	792	27
	1986-87	345,147	255,129	74	107,089	31	9,472	3,462	37	1,075	11
	1987-88	376,780	307,122	82	113,108	30	4,183	3,441	82	2,140	51
	1988-89	406,613	313,665	77	124,202	31	4,125	3,445	84	1,871	45
	1989-90	406,560	317,261	78	123,590	30	4429	3,789	86	2,356	53
Utah	1979-80	21,511	18,972	88	10,174	47	178	169	95	51	29
	1980-81	18,903	16,033	85	7,294	39	50	38	76	18	36
	1981-82	17,862	14,257	80	5,704	32	112	55	49	46	41
	1982-83	16,770	14,361	86	5,158	31	69	20	29	0	0
	1983-84	19,053	15,706	82	6,065	32	66	58	88	35	53
	1984-85	22,759	19,719	87	7,509	33	94	94	100	64	68
	1985-86	24,378	20,933	86	8,767	36	116	105	91	100	86
	1986-87	21,971	17,862	81	8,293	38	91	86	95	85	93
	1987-88	25,242	19,992	79	10,326	41	33	30	91	27	82
	1988-89	28,456	22,779	80	12,321	43	24	18	75	24	100
	1989-90	29,387	23,691	81	13,269	45	31	27	87	31	100
Vermont	1979-80	10,462	7,402	71	2,941	28	421	262	62	32	8
	1980-81	10,307	7,634	74	2,717	26	358	333	93	21	6
	1981-82	8,376	6,643	79	1,956	23	388	296	76	20	5
	1982-83	7,574	5,755	76	1,871	25	309	235	76	3	1
	1983-84	8,387	6,388	76	2,389	28	342	193	56	16	5
	1984-85	9,191	6,812	74	2,948	32	328	218	66	36	11
	1985-86	9,610	7,235	75	3,183	33	231	155	67	11	5
	1986-87	8,975	6,545	73	2,865	32	234	96	41	18	8
	1987-88	9,625	6,978	72	3,013	31	203	100	49	8	4
	1988-89	9,961	7,040	71	3,156	32	103	92	89	26	25
	1989-90	9,888	7,222	73	3,152	32	128	128	100	56	44

Table C.6 (contd.)

State	Year	Public Participants	Public Reading	%	Public Mathematics	%	Nonpublic Participants	Nonpublic Reading	%	Nonpublic Mathematics	%
Virginia	1979-80	111,772	86,377	77	51,147	46	9	9	100	0	0
	1980-81	104,111	80,681	77	47,355	45	46	8	17	1	2
	1981-82	88,805	68,053	77	36,613	41	16	963	***	451	***
	1982-83	83,389	65,037	78	36,279	44	0	0	0	0	0
	1983-84	82,547	62,646	76	34,299	42	552	397	72	300	54
	1984-85	82,788	61,762	75	32,362	39	600	337	56	263	44
	1985-86	76,598	54,620	71	29,266	38	705	412	58	282	40
	1986-87	73,020	54,068	74	28,507	39	568	415	73	241	42
	1987-88	72,197	57,337	79	24,278	34	613	423	69	277	45
	1988-89	64,186	49,928	78	21,667	34	611	435	71	284	46
	1989-90	69,558	52,950	76	23,057	33	615	442	72	297	48
Washington	1979-80	59,767	45,527	76	16,125	27	1,291	990	77	409	32
	1980-81	60,292	46,547	77	16,622	28	1,026	772	75	414	40
	1981-82	55,229	43,502	79	15,569	28	981	752	77	377	38
	1982-83	58,312	45,858	79	15,071	26	934	754	81	237	25
	1983-84	59,562	45,624	77	16,249	27	990	790	80	404	41
	1984-85	59,734	44,712	75	16,245	27	1,088	818	75	518	48
	1985-86	64,917	46,209	71	16,183	25	350	304	87	104	30
	1986-87	61,794	43,236	70	14,150	23	668	620	93	316	47
	1987-88	63,285	43,915	69	14,243	23	806	593	74	420	52
	1988-89	61,184	44,119	72	15,268	25	926	681	74	589	64
	1989-90	59,173	45,324	77	15,444	26	1103	697	63	452	41
West Virginia	1979-80	43,370	36,953	85	13,971	32	412	373	91	66	16
	1980-81	41,141	34,766	85	14,654	36	367	335	91	49	13
	1981-82	40,564	29,291	72	14,249	35	320	305	95	68	21
	1982-83	31,912	25,237	79	12,364	39	235	235	100	80	34
	1983-84	31,305	24,661	79	12,325	39	213	210	99	68	32
	1984-85	33,100	25,279	76	11,771	36	284	274	96	56	20
	1985-86	33,467	25,974	78	11,940	36	147	0	0	0	0
	1986-87	31,528	23,420	74	12,695	40	202	194	96	30	15
	1987-88	32,172	25,180	78	13,678	43	160	0	0	0	0
	1988-89	32,655	25,371	78	11,833	36	147	147	100	90	61
	1989-90	32,885	25,443	77	12,909	39	188	150	80	94	50
Wisconsin	1979-80	67,439	32,627	48	21,818	32	4,226	1,855	44	1,766	42
	1980-81	67,107	18,616	28	23,577	35	4,055	1,478	36	1,695	42
	1981-82	60,693	18,413	30	21,891	36	3,704	1,314	35	1,493	40
	1982-83	52,926	26,888	51	16,260	31	4,382	914	21	510	12
	1983-84	60,257	29,102	48	20,611	34	4,018	1,749	44	1,202	30
	1984-85	60,238	35,489	59	21,759	36	3,090	1,715	56	1,048	34
	1985-86	65,950	30,720	47	23,739	36	3,458	1,899	55	936	27
	1986-87	63,633	31,897	50	26,853	42	2,926	1,848	63	945	32
	1987-88	63,050	29,921	47	21,536	34	2,920	1,726	59	927	32
	1988-89	63,300	33,964	54	22,248	35	2,101	1,595	76	726	35
	1989-90	66,476	42,937	65	26,139	39	2368	1,542	65	716	30

Table C.6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Wyoming	1979-80	4,642	3,730	80	1,101	24	93	50	54	12	13
	1980-81	5,398	3,449	64	1,078	20	86	72	84	33	38
	1981-82	4,642	2,849	61	838	18	79	57	72	9	11
	1982-83	3,761	3,290	87	686	18	80	50	63	17	21
	1983-84	4,252	3,409	80	1,122	26	84	77	92	20	24
	1984-85	4,325	3,549	82	1,052	24	48	50	104	11	23
	1985-86	4,047	3,281	81	1,164	29	76	33	43	17	22
	1986-87	3,984	3,337	84	1,043	26	37	30	81	14	38
	1987-88	3,608	2,971	82	1,180	33	51	29	57	14	27
	1988-89	4,749	2,859	60	1,286	27	39	22	56	5	13
	1989-90	4,818	2,965	62	1,267	26	37	28	76	8	22
Bureau of Indian Affairs	1979-80	24,314	0	0	0	0	0	0	0	0	0
	1980-81	32,691	0	0	0	0	0	0	0	0	0
	1981-82	23,545	13,001	55	10,401	44	0	0	0	0	0
	1982-83	23,781	11,292	47	6,618	28	0	0	0	0	0
	1983-84	21,368	10,231	48	8,595	40	0	0	0	0	0
	1984-85	18,157	9,473	52	8,299	46	0	0	0	0	0
	1985-86	15,497	9,028	58	9,894	64	0	0	0	0	0
	1986-87	15,088	10,011	66	8,759	58	0	0	0	0	0
	1987-88	16,801	11,095	66	10,045	60	0	0	0	0	0
	1988-89	16,289	9,036	55	8,244	51	0	0	0	0	0
	1989-90	15,998	8,735	55	8,086	51	0	0	0	0	0
Puerto Rico	1979-80	204,714	0	0	98,983	48	7,937	0	0	2,319	29
	1980-81	256,785	0	0	111,139	43	5,250	0	0	2,410	46
	1981-82	242,164	0	0	126,771	52	4,931	0	0	2,762	56
	1982-83	272,754	0	0	139,879	51	5,277	0	0	2,366	45
	1983-84	269,229	0	0	136,372	51	7,488	0	0	3,212	43
	1984-85	253,354	0	0	126,860	50	6,877	0	0	2,781	40
	1985-86	264,166	0	0	146,270	55	4,783	0	0	2,156	45
	1986-87	240,005	0	0	118,124	49	10,013	0	0	1,011	10
	1987-88	236,394	0	0	119,711	51	9,735	0	0	4,376	45
	1988-89	223,943	0	0	109,482	49	10,964	0	0	5,339	49
	1989-90	207,768	0	0	109,462	53	10305	0	0	5,469	53
Guam	1979-80	1,188	663	56	292	25	77	77	100	0	0
	1980-81	1,090	680	62	205	19	112	86	77	40	36
	1981-82	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0

Table C.6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Trust Terr PI	1979-80	12,257	0	0	0	0	1,127	0	0	0	0
	1980-81	16,603	12,146	73	8,721	53	2,038	1,535	75	375	18
	1981-82	21,515	11,133	52	10,260	48	2,440	1,047	43	945	39
	1982-83	0	0	0	0	0	0	0	0	0	0
	1983-84	34,899	37,492	107	33,509	96	3,706	4,343	117	4,343	117
	1984-85	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0
Virgin Islands	1979-80	1,711	1,711	100	0	0	483	483	100	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0

Table C.7

Number and Percent of Chapter 1-Funded FTE Staff by Classification and by State -- 1979-80 through 1989-90

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Nation	1979-80	6,267	3	77,782	40	86,826	45	6,242	3	6,304	3	5,937	3	5,047	3	194,403
	1980-81	4,321	2	80,078	43	80,938	44	2,074	1	6,567	4	6,113	3	5,836	3	185,925
	1981-82	4,655	3	74,786	45	67,536	40	2,390	1	5,741	3	4,766	3	7,875	5	167,748
	1982-83	3,937	3	68,590	46	58,093	39	1,804	1	5,335	4	4,273	3	7,188	5	149,220
	1983-84	4,118	3	68,627	46	57,479	38	1,921	1	5,614	4	5,533	4	6,985	5	150,277
	1984-85	4,764	3	72,797	46	61,380	39	2,798	2	5,131	3	5,745	4	6,352	4	158,967
	1985-86	3,775	2	69,014	45	59,058	39	2,936	2	5,194	3	5,308	3	6,651	4	151,936
	1986-87	3,332	2	64,143	46	55,530	39	1,795	1	4,941	4	4,850	3	6,099	4	140,691
	1987-88	3,414	2	65,668	46	56,078	39	1,697	1	5,384	4	5,185	4	6,249	4	143,675
	1988-89	3,545	2	68,149	45	60,544	40	0	0	6,104	4	4,712	3	7,762	5	150,816
	1989-90	3,328	2	68,554	46	61,282	41	0	0	6,610	4	5,048	3	4,485	3	149,307
Alabama	1979-80	107	3	2,555	81	146	5	83	3	143	5	112	4	0	0	3,146
	1980-81	106	2	2,605	55	1,513	32	82	2	232	5	112	2	80	2	4,730
	1981-82	97	2	2,405	56	1,387	32	74	2	204	5	107	2	55	1	4,330
	1982-83	93	3	2,087	61	917	27	91	3	138	4	105	3	15	0	3,445
	1983-84	86	3	1,905	61	803	26	58	2	135	4	100	3	18	1	3,105
	1984-85	86	3	1,521	52	1,016	35	67	2	122	4	92	3	28	1	2,933
	1985-86	75	3	1,541	52	1,036	35	74	3	114	4	101	3	10	0	2,950
	1986-87	68	2	1,468	53	902	33	73	3	136	5	98	4	5	0	2,750
	1987-88	69	2	1,534	53	980	34	82	3	133	5	98	3	6	0	2,902
	1988-89	69	2	1,578	50	1,176	37	0	0	85	3	111	4	134	4	3,152
	1989-90	69	2	1,590	48	1,264	38	0	0	96	3	102	3	171	5	3,293
Alaska	1979-80	8	3	84	34	139	57	1	0	9	4	3	1	0	0	245
	1980-81	6	3	65	33	113	58	0	0	1	1	4	2	6	3	195
	1981-82	6	3	78	38	113	55	0	0	0	0	4	2	6	3	206
	1982-83	6	3	57	33	85	49	0	0	6	3	4	2	15	9	173
	1983-84	6	2	108	45	112	46	0	0	2	1	5	2	9	4	242
	1984-85	8	4	50	28	85	49	3	2	1	1	5	3	24	14	175
	1985-86	7	6	29	26	71	64	0	0	0	0	5	4	1	1	112
	1986-87	6	3	82	40	104	50	0	0	9	4	4	2	2	1	207
	1987-88	5	3	62	33	108	57	0	0	8	4	4	2	0	0	187
	1988-89	8	4	49	23	132	62	0	0	9	4	7	3	7	3	212
	1989-90	11	5	46	22	131	64	0	0	10	5	5	2	3	2	206

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Arizona	1979-80	73	3	753	28	1,632	62	36	1	68	3	60	2	31	1	2,653
	1980-81	57	2	711	28	1,488	59	111	4	50	2	53	2	43	2	2,512
	1981-82	72	5	531	34	744	48	18	1	75	5	81	5	45	3	1,566
	1982-83	53	4	588	39	755	51	18	1	29	2	48	3	0	0	1,490
	1983-84	34	3	560	43	548	42	24	2	107	8	39	3	0	0	1,314
	1984-85	37	2	544	35	837	54	18	1	51	3	63	4	11	1	1,561
	1985-86	40	2	735	40	934	51	14	1	73	4	52	3	0	0	1,847
	1986-87	46	3	725	50	561	39	21	1	39	3	50	3	0	0	1,441
	1987-88	47	4	487	40	594	48	11	1	37	3	45	4	5	0	1,226
	1988-89	46	3	711	43	756	46	0	0	54	3	61	4	31	2	1,658
	1989-90	57	3	815	45	838	47	0	0	39	2	47	3	0	0	1,796
Arkansas	1979-80	71	2	1,341	34	2,216	56	38	1	102	3	117	3	56	1	3,941
	1980-81	78	2	1,311	35	2,094	56	42	1	85	2	108	3	41	1	3,759
	1981-82	75	2	1,147	36	1,773	55	39	1	83	3	77	2	29	1	3,222
	1982-83	65	2	1,051	37	1,577	56	29	1	33	1	64	2	13	0	2,830
	1983-84	61	2	1,000	37	1,517	56	30	1	32	1	70	3	13	0	2,723
	1984-85	50	2	923	37	1,406	57	17	1	19	1	46	2	9	0	2,470
	1985-86	46	2	857	35	1,445	59	17	1	19	1	45	2	8	0	2,437
	1986-87	49	2	781	34	1,378	60	15	1	14	1	42	2	6	0	2,286
	1987-88	49	2	864	34	1,519	60	17	1	15	1	46	2	8	0	2,518
	1988-89	49	2	777	31	1,611	64	0	0	11	0	47	2	31	1	2,527
	1989-90	60	2	809	31	1,634	63	0	0	45	2	44	2	0	0	2,592
California	1979-80	108	1	1,704	15	7,934	70	0	0	0	0	860	8	805	7	11,412
	1980-81	108	1	2,184	18	6,894	58	0	0	0	0	1,316	11	1,317	11	11,819
	1981-82	354	3	1,599	13	8,683	73	494	4	0	0	0	0	756	6	11,885
	1982-83	86	1	2,343	22	6,270	60	0	0	0	0	0	0	1,760	17	10,460
	1983-84	234	1	2,436	15	11,580	69	417	2	691	4	712	4	634	4	16,703
	1984-85	363	2	2,571	17	9,595	63	482	3	812	5	784	5	564	4	15,172
	1985-86	325	3	2,013	16	8,328	65	432	3	621	5	812	6	353	3	12,884
	1986-87	379	3	2,231	15	9,896	66	452	3	764	5	824	5	443	3	14,988
	1987-88	351	3	2,105	15	9,300	67	345	2	684	5	727	5	344	2	13,854
	1988-89	310	2	1,984	14	9,558	69	0	0	975	7	686	5	341	2	13,854
	1989-90	274	2	2,586	15	11,290	67	0	0	1,367	8	951	6	430	3	16,898
Colorado	1979-80	41	2	861	50	680	40	15	1	34	2	49	3	39	2	1,719
	1980-81	34	2	887	52	574	33	15	1	47	3	43	2	120	7	1,719
	1981-82	35	2	771	53	446	31	14	1	27	2	40	3	108	8	1,441
	1982-83	29	2	724	58	353	28	12	1	12	1	35	3	84	7	1,248
	1983-84	26	2	787	61	321	25	13	1	22	2	34	3	88	7	1,290
	1984-85	34	3	833	62	334	25	3	0	18	1	34	3	82	6	1,338
	1985-86	33	3	799	60	421	32	11	1	10	1	30	2	17	1	1,321
	1986-87	31	3	730	66	272	24	10	1	5	0	29	3	34	3	1,111
	1987-88	45	4	750	64	310	26	7	1	7	1	42	4	13	1	1,173
	1988-89	29	2	817	62	416	31	0	0	10	1	27	2	23	2	1,321
	1989-90	28	2	816	60	440	33	0	0	13	1	28	2	27	2	1,352

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Connecticut	1979-80	0	0	1,174	44	1,146	43	0	0	1	0	171	6	190	7	2,683
	1980-81	53	3	835	44	817	43	8	0	28	1	73	4	69	4	1,883
	1981-82	65	4	870	48	738	41	0	0	26	1	81	4	24	1	1,803
	1982-83	65	4	870	48	738	41	26	1	81	4	24	1	0	0	1,803
	1983-84	48	3	746	49	553	36	11	1	33	2	76	5	69	4	1,535
	1984-85	56	3	901	48	787	42	13	1	25	1	75	4	21	1	1,879
	1985-86	38	2	715	42	767	45	11	1	20	1	59	3	85	5	1,694
	1986-87	45	3	696	44	617	39	15	1	26	2	67	4	132	8	1,598
	1987-88	44	3	742	45	614	37	6	0	19	1	57	3	160	10	1,642
	1988-89	41	2	732	45	666	41	0	0	32	2	63	4	104	6	1,638
	1989-90	28	2	633	43	638	43	0	0	19	1	45	3	116	8	1,478
Delaware	1979-80	12	2	129	26	323	65	3	1	10	2	15	3	3	1	494
	1980-81	16	3	128	25	318	63	2	0	9	2	24	5	11	2	506
	1981-82	14	3	147	29	276	54	45	9	4	1	26	5	4	1	516
	1982-83	12	3	103	28	222	60	2	0	1	0	21	6	9	2	369
	1983-84	12	3	116	30	232	61	0	0	1	0	15	4	7	2	382
	1984-85	12	3	123	31	235	59	1	0	8	2	19	5	2	1	400
	1985-86	13	3	133	32	241	59	0	0	2	0	19	5	3	1	411
	1986-87	10	2	106	26	263	66	0	0	1	0	17	4	4	1	401
	1987-88	9	2	100	25	264	67	0	0	6	2	14	4	3	1	396
	1988-89	9	2	99	21	339	73	0	0	5	1	12	2	5	1	467
	1989-90	9	2	85	22	242	64	0	0	7	2	12	3	23	6	378
D. C.	1979-80	19	2	282	36	337	43	2	0	58	7	74	10	6	1	778
	1980-81	17	2	259	35	331	44	3	0	54	7	73	10	11	1	748
	1981-82	15	2	205	33	290	47	1	0	40	6	59	10	11	2	621
	1982-83	13	3	126	24	309	60	0	0	26	5	44	8	0	0	518
	1983-84	17	3	116	21	273	49	30	5	15	3	15	3	90	16	556
	1984-85	14	3	110	24	271	59	1	0	13	3	42	9	7	1	457
	1985-86	12	3	103	26	229	57	2	1	13	3	37	9	3	1	399
	1986-87	16	4	111	27	231	56	0	0	15	4	7	2	34	8	414
	1987-88	16	4	148	34	216	50	0	0	15	3	7	2	34	8	436
	1988-89	10	2	148	32	245	53	0	0	14	3	12	3	34	7	463
	1989-90	11	2	154	35	225	51	0	0	11	2	8	2	32	7	441
Florida	1979-80	77	1	2,610	38	3,304	49	127	2	105	2	122	2	458	7	6,803
	1980-81	78	1	3,416	49	3,028	43	95	1	218	3	109	2	48	1	6,990
	1981-82	85	2	1,898	39	2,283	47	87	2	342	7	99	2	82	2	4,876
	1982-83	67	1	1,919	40	2,468	51	109	2	42	1	91	2	98	2	4,794
	1983-84	71	1	2,505	46	2,333	43	114	2	295	5	94	2	74	1	5,486
	1984-85	84	1	2,452	42	3,008	51	93	2	33	1	110	2	67	1	5,847
	1985-86	80	1	2,598	45	2,786	48	127	2	62	1	121	2	58	1	5,832
	1986-87	74	1	2,527	48	2,322	44	124	2	59	1	127	2	38	1	5,272
	1987-88	76	1	2,649	51	2,132	41	123	2	41	1	103	2	88	2	5,211
	1988-89	76	1	2,449	44	2,666	48	0	0	206	4	137	2	45	1	5,579
	1989-90	77	1	2,124	40	2,743	51	0	0	271	5	106	2	42	1	5,363

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Georgia	1979-80	131	2	3,193	52	2,608	42	49	1	11	0	123	2	23	0	6,138
	1980-81	105	2	2,786	55	1,977	39	30	1	13	0	120	2	18	0	5,048
	1981-82	109	2	3,212	60	1,781	33	97	2	17	0	121	2	11	0	5,346
	1982-83	117	3	2,451	61	1,332	33	18	0	12	0	99	2	12	0	4,041
	1983-84	93	3	2,361	66	1,005	28	18	1	0	0	96	3	6	0	3,579
	1984-85	156	4	2,340	67	825	24	6	0	9	0	162	5	0	0	3,498
	1985-86	87	3	2,193	64	1,047	30	15	0	6	0	90	3	15	0	3,453
	1986-87	71	2	2,288	71	781	24	13	0	8	0	65	2	6	0	3,232
	1987-88	70	2	2,384	72	765	23	12	0	5	0	71	2	13	0	3,318
	1988-89	70	2	2,425	71	804	24	0	0	35	1	67	2	7	0	3,407
	1989-90	71	2	2,418	69	879	25	0	0	35	1	69	2	37	1	3,508
Hawaii	1979-80	3	1	355	64	194	35	0	0	0	0	0	0	0	0	552
	1980-81	0	0	378	70	93	17	0	0	0	0	4	1	65	12	541
	1981-82	0	0	266	70	65	17	3	1	0	0	13	3	35	9	382
	1982-83	4	1	206	70	32	11	8	3	3	1	7	2	35	12	294
	1983-84	3	1	226	55	43	11	0	0	0	0	11	3	124	30	407
	1984-85	3	1	164	42	49	13	3	1	0	0	12	3	161	41	391
	1985-86	2	0	167	39	58	14	0	0	0	0	8	2	190	45	424
	1986-87	2	0	152	33	55	12	2	0	0	0	9	2	241	52	461
	1987-88	2	0	156	36	110	25	0	0	0	0	8	2	159	37	434
	1988-89	3	0	166	33	56	11	0	0	0	0	8	1	271	54	503
	1989-90	2	0	191	36	193	36	0	0	0	0	8	1	143	27	537
Idaho	1979-80	25	3	225	28	341	42	177	22	2	0	14	2	34	4	817
	1980-81	19	3	232	36	345	53	2	0	5	1	10	1	36	5	649
	1981-82	17	3	200	34	312	54	7	1	6	1	11	2	28	5	581
	1982-83	17	3	202	37	275	50	3	1	1	0	7	1	44	8	548
	1983-84	16	3	224	37	261	44	3	0	1	0	9	1	84	14	597
	1984-85	20	3	232	36	362	55	3	0	2	0	9	1	25	4	652
	1985-86	22	3	207	33	373	60	1	0	0	0	10	2	7	1	619
	1986-87	17	3	218	35	370	60	0	0	1	0	9	1	0	0	615
	1987-88	16	2	232	36	395	61	0	0	0	0	9	1	0	0	652
	1988-89	14	2	229	36	391	61	0	0	0	0	6	1	0	0	640
	1989-90	15	2	332	35	580	62	0	0	0	0	9	1	0	0	936
Illinois	1979-80	127	2	3,477	59	1,539	26	59	1	143	2	183	3	406	7	5,934
	1980-81	140	2	3,349	58	1,465	25	49	1	149	3	191	3	408	7	5,750
	1981-82	224	5	3,075	63	960	20	18	0	99	2	144	3	358	7	4,878
	1982-83	211	5	2,850	65	757	17	13	0	93	2	128	3	337	8	4,390
	1983-84	214	5	3,054	65	842	18	12	0	67	1	196	4	341	7	4,725
	1984-85	237	4	4,162	71	852	15	19	0	66	1	173	3	345	6	5,853
	1985-86	223	4	3,334	65	897	18	20	0	102	2	147	3	377	7	5,099
	1986-87	245	5	3,222	65	918	19	21	0	82	2	130	3	330	7	4,948
	1987-88	307	6	3,126	59	958	18	51	1	70	1	413	8	361	7	5,286
	1988-89	259	5	3,261	67	890	18	0	0	64	1	124	3	299	6	4,897
	1989-90	237	5	3,143	64	967	20	0	0	111	2	119	2	333	7	4,909

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Indiana	1979-80	74	2	767	19	2,620	65	23	1	135	3	52	1	349	9	4,019
	1980-81	48	1	628	18	2,624	74	24	1	41	1	52	1	109	3	3,526
	1981-82	43	1	548	15	2,780	78	34	1	36	1	59	2	46	1	3,546
	1982-83	41	1	525	17	2,378	77	24	1	37	1	35	1	35	1	3,075
	1983-84	63	2	569	19	2,301	76	17	1	21	1	39	1	15	0	3,024
	1984-85	80	2	693	18	3,014	78	20	1	9	0	26	1	39	1	3,880
	1985-86	67	2	691	17	3,259	79	17	0	27	1	47	1	36	1	4,143
	1986-87	59	1	693	17	3,181	78	22	1	32	1	50	1	22	1	4,058
	1987-88	74	2	735	18	3,008	76	44	1	32	1	54	1	36	1	3,982
	1988-89	67	2	778	19	3,136	75	0	0	44	1	40	1	88	2	4,155
	1989-90	54	1	718	19	2,847	75	0	0	41	1	47	1	109	3	3,815
Iowa	1979-80	0	0	1,588	81	231	12	0	0	0	0	0	0	136	7	1,955
	1980-81	57	4	1,319	83	141	9	7	0	34	2	25	2	3	0	1,587
	1981-82	50	4	1,167	86	97	7	5	0	21	2	15	1	2	0	1,357
	1982-83	0	0	1,063	90	89	8	0	0	0	0	0	0	23	2	1,174
	1983-84	22	2	1,028	89	86	7	0	0	0	0	0	0	22	2	1,157
	1984-85	0	0	1,074	92	80	7	0	0	0	0	0	0	16	1	1,170
	1985-86	0	0	1,094	91	85	7	0	0	0	0	0	0	18	2	1,197
	1986-87	0	0	1,203	85	191	14	0	0	0	0	0	0	20	1	1,414
	1987-88	0	0	1,323	84	245	16	0	0	0	0	0	0	0	0	1,568
	1988-89	0	0	1,076	91	77	6	0	0	0	0	26	2	0	0	1,179
	1989-90	0	0	1,119	91	87	7	0	0	0	0	30	2	0	0	1,236
Kansas	1979-80	43	3	855	57	547	37	0	0	14	1	30	2	8	1	1,497
	1980-81	148	8	1,099	61	500	28	0	0	8	0	42	2	10	1	1,807
	1981-82	227	10	1,246	57	447	20	0	0	7	0	247	11	24	1	2,198
	1982-83	26	2	684	58	417	35	8	1	10	1	25	2	17	1	1,188
	1983-84	36	3	588	55	371	35	10	1	4	0	19	2	41	4	1,068
	1984-85	26	2	757	60	392	31	10	1	5	0	18	1	55	4	1,263
	1985-86	20	2	674	61	341	31	12	1	3	0	19	2	36	3	1,105
	1986-87	18	2	631	59	316	30	20	2	4	0	20	2	62	6	1,069
	1987-88	19	2	638	60	329	31	11	1	4	0	19	2	51	5	1,069
	1988-89	25	2	669	62	305	28	0	0	16	1	17	2	52	5	1,084
	1989-90	26	2	657	62	298	28	0	0	11	1	19	2	55	5	1,066
Kentucky	1979-80	101	3	2,059	52	1,348	34	30	1	222	6	117	3	67	2	3,945
	1980-81	92	2	2,065	54	1,283	33	40	1	209	5	108	3	32	1	3,849
	1981-82	83	2	1,898	57	1,022	31	31	1	167	5	100	3	40	1	3,340
	1982-83	81	3	1,700	57	937	31	23	1	160	5	99	3	0	0	3,000
	1983-84	85	3	1,638	61	720	27	32	1	195	7	33	1	0	0	2,703
	1984-85	78	3	1,751	58	975	32	27	1	79	3	120	4	0	0	3,029
	1985-86	92	3	1,697	57	993	33	22	1	65	2	98	3	0	0	2,967
	1986-87	73	3	1,595	59	841	31	21	1	58	2	94	4	0	0	2,682
	1987-88	75	3	1,582	56	983	35	14	1	58	2	89	3	0	0	2,801
	1988-89	81	3	1,640	59	886	32	0	0	57	2	86	3	16	1	2,765
	1989-90	90	3	1,656	59	877	31	0	0	72	3	105	4	15	1	2,815

Table C.7 (contd.)

State	Year	Adminis- trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Louisiana	1979-80	93	2	1,716	28	3,296	55	294	5	381	6	174	3	79	1	6,033
	1980-81	148	3	1,867	32	3,107	53	108	2	184	3	172	3	271	5	5,857
	1981-82	189	4	1,369	30	2,419	53	127	3	175	4	159	3	133	3	4,571
	1982-83	90	2	1,195	29	2,285	56	128	3	223	5	137	3	24	1	4,082
	1983-84	179	4	1,327	31	2,270	53	119	3	135	3	135	3	138	3	4,301
	1984-85	71	2	1,317	30	2,475	56	131	3	126	3	141	3	173	4	4,434
	1985-86	78	2	772	19	2,673	64	113	3	177	4	147	4	198	5	4,159
	1986-87	102	2	1,303	29	2,558	57	95	2	110	2	149	3	197	4	4,514
	1987-88	84	2	1,248	28	2,605	59	124	3	150	3	139	3	76	2	4,427
	1988-89	85	2	1,328	30	2,396	55	0	0	87	2	156	4	313	7	4,365
	1989-90	87	2	1,278	32	2,134	54	0	0	80	2	123	3	261	7	3,963
Maine	1979-80	0	0	238	17	904	65	118	9	38	3	4	0	85	6	1,387
	1980-81	0	0	224	21	490	45	110	10	39	4	0	0	229	21	1,092
	1981-82	0	0	169	13	605	45	115	9	32	2	5	0	415	31	1,341
	1982-83	0	0	146	14	765	72	83	8	46	4	4	0	15	1	1,059
	1983-84	0	0	161	16	399	40	75	8	288	29	0	0	75	7	998
	1984-85	0	0	154	14	853	76	93	8	17	2	1	0	3	0	1,121
	1985-86	0	0	152	15	703	70	88	9	21	2	0	0	38	4	1,001
	1986-87	0	0	233	20	790	67	96	8	12	1	15	1	37	3	1,183
	1987-88	22	2	278	25	747	68	27	2	17	2	7	1	4	0	1,102
	1988-89	22	2	261	23	830	73	0	0	12	1	7	1	13	1	1,144
	1989-90	20	2	263	22	825	71	0	0	14	1	8	1	40	3	1,169
Maryland	1979-80	51	1	704	17	2,786	66	56	1	129	3	55	1	450	11	4,230
	1980-81	43	1	633	19	2,119	63	62	2	89	3	51	2	375	11	3,372
	1981-82	52	2	415	15	1,781	63	38	1	67	2	46	2	448	16	2,846
	1982-83	47	2	679	25	1,789	65	20	1	58	2	47	2	124	4	2,764
	1983-84	43	1	832	27	1,642	53	26	1	50	2	49	2	441	14	3,083
	1984-85	33	1	927	31	1,856	63	12	0	74	2	41	1	14	0	2,957
	1985-86	23	1	756	28	1,782	66	47	2	42	2	34	1	15	1	2,699
	1986-87	32	1	579	24	1,480	61	24	1	20	1	36	1	259	11	2,429
	1987-88	37	1	588	24	1,529	62	2	0	47	2	35	1	247	10	2,485
	1988-89	42	2	569	24	1,514	64	0	0	9	0	39	2	203	9	2,376
	1989-90	59	3	568	24	1,433	61	0	0	6	0	36	2	230	10	2,332
Massachusetts	1979-80	160	3	2,438	47	2,102	41	47	1	115	2	152	3	137	3	5,151
	1980-81	116	2	2,234	46	2,070	42	14	0	138	3	124	3	183	4	4,879
	1981-82	122	3	2,134	57	1,187	32	2	0	75	2	114	3	109	3	3,742
	1982-83	122	4	1,871	55	1,033	30	41	1	96	3	116	3	146	4	3,423
	1983-84	131	3	2,251	56	1,272	31	25	1	91	2	140	3	146	4	4,055
	1984-85	118	3	2,249	62	998	28	10	0	56	2	108	3	79	2	3,617
	1985-86	108	3	1,978	57	1,105	32	29	1	77	2	96	3	103	3	3,495
	1986-87	112	3	1,894	57	1,005	30	31	1	65	2	93	3	148	4	3,347
	1987-88	107	3	1,861	57	966	30	34	1	66	2	87	3	119	4	3,241
	1988-89	128	4	1,935	61	869	27	0	0	65	2	82	3	118	4	3,198
	1989-90	105	3	1,876	60	857	28	0	0	65	2	80	3	122	4	3,105

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Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Michigan	1979-80	266	4	1,995	29	4,047	59	101	1	232	3	126	2	125	2	6,891
	1980-81	255	4	2,031	28	4,183	59	93	1	263	4	125	2	186	3	7,137
	1981-82	218	4	1,853	31	3,272	55	71	1	317	5	113	2	93	2	5,936
	1982-83	185	4	1,430	31	2,491	55	78	2	160	4	123	3	102	2	4,569
	1983-84	331	6	1,715	31	2,947	54	59	1	151	3	185	3	108	2	5,496
	1984-85	221	4	1,785	34	2,794	53	74	1	159	3	136	3	77	1	5,246
	1985-86	251	5	1,857	35	2,827	53	79	1	150	3	137	3	66	1	5,365
	1986-87	206	4	1,878	35	2,760	51	68	1	248	5	198	4	50	1	5,407
	1987-88	232	4	1,837	36	2,524	49	81	2	242	5	184	4	56	1	5,156
	1988-89	196	4	1,990	38	2,536	49	0	0	277	5	162	3	42	1	5,202
	1989-90	208	4	1,848	37	2,409	48	0	0	346	7	168	3	64	1	5,044
Minnesota	1979-80	130	3	1,808	43	1,877	45	107	3	52	1	130	3	66	2	4,170
	1980-81	202	6	1,460	42	1,597	46	24	1	146	4	56	2	0	0	3,485
	1981-82	84	3	1,304	46	1,356	48	30	1	0	0	36	1	12	0	2,822
	1982-83	93	4	1,024	43	1,142	48	6	0	0	0	0	0	95	4	2,361
	1983-84	58	3	991	43	1,202	52	6	0	0	0	0	0	43	2	2,300
	1984-85	41	2	928	43	1,145	53	0	0	0	0	39	2	16	[illegible]	2,170
	1985-86	36	2	389	24	1,140	69	0	0	0	0	53	3	[illegible]	2	1,645
	1986-87	76	4	862	40	1,141	53	0	0	0	0	36	2	[illegible]	1	2,138
	1987-88	59	3	857	39	1,184	54	0	0	0	0	36	2	55	3	2,191
	1988-89	53	2	960	41	1,291	55	0	0	15	1	34	1	14	1	2,366
	1989-90	45	2	928	39	1,371	57	0	0	15	1	34	1	11	0	2,404
Mississippi	1979-80	168	3	2,319	39	2,847	47	110	2	208	3	200	3	152	3	6,004
	1980-81	129	2	2,163	39	2,568	47	119	2	134	2	186	3	177	3	5,477
	1981-82	130	3	1,886	41	1,999	43	118	3	166	4	170	4	132	3	4,600
	1982-83	124	3	1,744	40	1,930	45	113	3	132	3	159	4	120	3	4,321
	1983-84	118	3	1,724	45	1,501	39	105	3	114	3	153	4	92	2	3,807
	1984-85	127	3	1,826	45	1,645	41	94	2	95	2	146	4	90	2	4,023
	1985-86	125	3	1,679	46	1,398	39	86	2	91	3	149	4	86	2	3,613
	1986-87	124	4	1,277	40	1,454	45	77	2	87	3	128	4	73	2	3,220
	1987-88	144	4	1,260	37	1,676	49	79	2	81	2	124	4	78	2	3,442
	1988-89	212	6	1,225	34	1,830	51	0	0	146	4	121	3	39	1	3,574
	1989-90	191	5	1,331	35	1,953	51	0	0	160	4	118	3	41	1	3,792
Missouri	1979-80	28	1	2,188	66	955	29	25	1	24	1	34	1	63	2	3,317
	1980-81	26	1	2,204	65	992	29	9	0	70	2	48	1	20	1	3,368
	1981-82	30	1	2,116	70	778	26	2	0	9	0	39	1	53	2	3,028
	1982-83	32	1	1,961	68	626	22	204	7	0	0	41	1	14	0	2,876
	1983-84	31	1	2,002	76	535	20	3	0	6	0	42	2	1	0	2,619
	1984-85	24	1	1,757	78	429	19	1	0	12	1	33	1	2	0	2,258
	1985-86	23	1	1,734	79	391	18	0	0	4	0	29	1	5	0	2,186
	1986-87	23	1	1,766	78	429	19	5	0	2	0	51	2	0	0	2,275
	1987-88	23	1	1,811	80	391	17	5	0	2	0	33	1	0	0	2,265
	1988-89	25	1	1,750	77	427	19	0	0	37	2	19	1	2	0	2,260
	1989-90	27	1	1,801	77	472	20	0	0	12	0	20	1	2	0	2,334

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Montana	1979-80	20	3	321	42	406	53	0	0	12	1	7	1	8	1	773
	1980-81	12	2	319	44	354	49	0	0	20	3	4	1	9	1	717
	1981-82	18	3	291	44	312	48	0	0	20	3	2	0	13	2	657
	1982-83	6	1	253	50	230	46	0	0	14	3	1	0	0	0	502
	1983-84	6	1	233	49	215	45	9	2	9	2	1	0	0	0	472
	1984-85	11	2	254	49	247	47	0	0	9	2	1	0	0	0	521
	1985-86	13	2	276	50	248	45	1	0	7	1	1	0	4	1	551
	1986-87	15	3	323	55	243	41	0	0	5	1	4	1	0	0	590
	1987-88	12	2	286	53	225	42	1	0	7	1	4	1	0	0	534
	1988-89	13	2	306	54	237	42	0	0	5	1	4	1	0	0	565
	1989-90	12	2	333	57	231	39	0	0	6	1	2	0	3	1	588
Nebraska	1979-80	36	3	672	55	424	35	6	0	15	1	50	4	16	1	1,218
	1980-81	44	4	653	57	370	32	10	1	22	2	34	3	7	1	1,139
	1981-82	11	1	484	66	211	29	0	0	0	0	27	4	0	0	733
	1982-83	18	2	507	61	299	36	0	0	12	1	0	0	0	0	836
	1983-84	14	2	506	61	258	31	0	0	0	0	54	6	0	0	832
	1984-85	15	2	562	66	227	27	9	1	16	2	18	2	3	0	850
	1985-86	21	3	534	64	235	28	8	1	17	2	20	2	4	0	840
	1986-87	14	2	490	65	208	27	7	1	18	2	17	2	3	0	757
	1987-88	12	2	484	65	203	27	7	1	5	1	14	2	21	3	747
	1988-89	14	2	492	64	209	27	0	0	14	2	18	2	17	2	765
	1989-90	16	2	497	64	224	29	0	0	15	2	16	2	12	2	779
Nevada	1979-80	3	1	96	40	99	41	7	3	31	13	5	2	1	1	241
	1980-81	4	2	110	40	100	36	7	2	43	16	6	2	5	2	275
	1981-82	4	2	99	46	92	43	4	2	6	3	5	2	3	1	213
	1982-83	2	1	79	41	88	46	7	4	6	3	7	4	3	2	193
	1983-84	2	1	100	41	125	52	4	2	5	2	5	2	0	0	241
	1984-85	2	1	117	47	116	47	2	1	4	2	4	2	2	1	247
	1985-86	4	1	132	48	113	42	5	2	7	3	5	2	7	2	273
	1986-87	3	1	120	47	107	42	5	2	6	2	7	3	6	2	253
	1987-88	3	1	137	50	120	44	4	1	4	1	8	3	0	0	275
	1988-89	3	1	106	40	145	54	0	0	7	2	8	3	0	0	268
	1989-90	9	4	105	42	125	50	0	0	4	1	6	3	0	0	249
New Hampshire	1979-80	45	8	149	25	318	54	32	5	33	6	10	2	5	1	592
	1980-81	44	7	180	28	305	47	36	6	41	6	10	2	28	4	644
	1981-82	61	10	175	28	332	54	27	4	5	1	10	2	5	1	615
	1982-83	26	7	118	29	214	53	15	4	7	2	16	4	7	2	404
	1983-84	28	6	121	27	256	57	21	5	13	3	8	2	2	0	449
	1984-85	64	12	151	27	252	46	20	4	7	1	12	2	44	8	550
	1985-86	34	6	173	32	274	51	23	4	11	2	10	2	16	3	540
	1986-87	35	5	234	36	291	45	22	3	16	2	11	2	38	6	647
	1987-88	40	7	195	33	248	42	35	6	27	5	20	3	28	5	593
	1988-89	41	8	155	32	227	46	0	0	13	3	11	2	44	9	491
	1989-90	46	8	217	38	269	47	0	0	6	1	16	3	19	3	573

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
New Jersey	1979-80	205	4	2,673	54	1,410	28	38	1	266	5	250	5	142	3	4,985
	1980-81	218	5	2,421	51	1,506	32	36	1	63	1	247	5	279	6	4,770
	1981-82	206	5	2,410	59	1,183	29	13	0	49	1	227	6	0	0	4,088
	1982-83	206	5	2,410	59	1,183	29	13	0	49	1	227	6	0	0	4,088
	1983-84	184	5	2,204	56	1,156	29	15	0	168	4	177	4	47	1	3,950
	1984-85	202	4	2,719	56	1,453	30	20	0	239	5	204	4	47	1	4,883
	1985-86	160	3	2,931	57	1,470	28	26	1	276	5	245	5	67	1	5,175
	1986-87	231	4	3,024	58	1,552	30	30	1	177	3	185	4	46	1	5,244
	1987-88	164	3	2,993	58	1,423	27	24	0	256	5	221	4	100	2	5,179
	1988-89	157	3	3,412	62	1,343	24	0	0	334	6	214	4	46	1	5,506
	1989-90	181	3	3,567	62	1,368	24	0	0	299	5	248	4	53	1	5,715
New Mexico	1979-80	7	0	662	39	829	49	50	3	71	4	53	3	5	0	1,678
	1980-81	7	0	655	42	717	46	52	3	51	3	57	4	16	1	1,555
	1981-82	4	0	608	45	617	45	45	3	40	3	45	3	5	0	1,364
	1982-83	9	1	553	42	579	44	34	3	18	1	34	3	75	6	1,302
	1983-84	11	1	560	47	530	44	33	3	18	2	33	3	6	1	1,191
	1984-85	14	1	574	46	548	44	27	2	19	2	37	3	25	2	1,244
	1985-86	10	1	591	46	563	44	29	2	32	2	35	3	29	2	1,289
	1986-87	10	1	519	47	461	42	24	2	26	2	31	3	31	3	1,102
	1987-88	11	1	544	46	518	43	28	2	19	2	37	3	39	3	1,194
	1988-89	9	1	565	47	527	44	0	0	23	2	39	3	45	4	1,208
	1989-90	10	1	538	44	586	48	0	0	18	1	39	3	35	3	1,226
New York	1979-80	257	2	6,485	41	8,220	52	0	0	297	2	463	3	0	0	15,722
	1980-81	245	2	6,251	42	7,666	52	0	0	249	2	450	3	0	0	14,861
	1981-82	235	2	5,361	51	1,278	12	0	0	289	3	345	3	3,103	29	10,612
	1982-83	190	2	4,177	45	748	8	0	0	217	2	694	8	3,194	35	9,219
	1983-84	437	4	5,914	49	1,053	9	0	0	294	2	1,085	9	3,289	27	12,072
	1984-85	505	4	5,694	48	1,076	9	0	0	173	1	1,135	10	3,332	28	11,915
	1985-86	213	2	7,439	55	976	7	0	0	358	3	478	4	4,114	30	13,578
	1986-87	201	2	4,491	47	1,016	11	0	0	231	2	294	3	3,332	35	9,564
	1987-88	212	2	4,472	44	1,166	11	0	0	278	3	413	4	3,636	36	10,176
	1988-89	247	2	4,836	44	1,210	11	0	0	400	4	0	0	4,185	38	10,877
	1989-90	129	1	5,116	53	3,568	37	0	0	445	5	0	0	437	5	9,696
North Carolina	1979-80	122	2	2,817	43	3,161	49	92	1	133	2	132	2	21	0	6,478
	1980-81	136	2	3,109	52	2,365	39	76	1	153	3	159	3	22	0	6,019
	1981-82	134	3	2,530	57	1,360	31	61	1	61	1	137	3	141	3	4,424
	1982-83	99	3	2,412	62	974	25	49	1	37	1	114	3	180	5	3,865
	1983-84	110	3	2,411	64	907	24	60	2	34	1	113	3	114	3	3,749
	1984-85	96	3	2,256	65	833	24	45	1	25	1	100	3	133	4	3,488
	1985-86	100	3	2,184	68	584	18	64	2	17	1	103	3	145	5	3,196
	1986-87	78	3	1,880	71	485	18	37	1	15	1	97	4	74	3	2,666
	1987-88	81	3	1,969	71	531	19	31	1	16	1	83	3	71	3	2,782
	1988-89	80	3	2,008	71	612	22	0	0	45	2	84	3	0	0	2,828
	1989-90	90	3	2,002	68	662	22	0	0	116	4	77	3	0	0	2,947

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
North Dakota	1979-80	7	1	386	66	187	32	1	0	0	0	1	0	0	0	581
	1980-81	26	3	494	64	246	32	1	0	2	0	3	0	0	0	772
	1981-82	3	1	278	67	132	32	4	1	1	0	0	0	0	0	417
	1982-83	4	1	330	67	156	32	2	0	0	0	0	0	0	0	492
	1983-84	3	1	312	68	144	31	1	0	0	0	0	0	0	0	460
	1984-85	4	1	307	66	152	33	0	0	1	0	0	0	0	0	464
	1985-86	3	1	294	67	141	32	0	0	1	0	0	0	0	0	439
	1986-87	3	1	270	63	157	36	0	0	2	1	0	0	0	0	432
	1987-88	3	1	274	62	164	37	0	0	2	1	0	0	0	0	443
	1988-89	3	1	275	59	188	40	0	0	1	0	2	0	0	0	469
	1989-90	2	0	279	60	182	39	0	0	4	1	0	0	0	0	467
Ohio	1979-80	130	2	3,679	70	1,228	23	0	0	31	1	90	2	106	2	5,264
	1980-81	139	3	3,382	67	1,112	22	29	1	33	1	110	2	260	5	5,065
	1981-82	123	3	3,016	73	832	20	20	0	7	0	95	2	56	1	4,150
	1982-83	102	3	2,708	77	561	16	0	0	17	0	84	2	38	1	3,510
	1983-84	108	3	3,004	78	601	16	0	0	19	0	96	2	32	1	3,860
	1984-85	109	3	3,140	76	736	18	0	0	17	0	80	2	27	1	4,109
	1985-86	101	3	3,092	78	620	16	0	0	18	0	81	2	64	2	3,976
	1986-87	97	3	2,953	79	561	15	0	0	24	1	78	2	45	1	3,757
	1987-88	94	2	3,104	77	646	16	17	0	38	1	82	2	31	1	4,011
	1988-89	116	3	3,209	77	694	17	0	0	41	1	84	2	48	1	4,192
	1989-90	135	3	3,057	76	693	17	0	0	35	1	84	2	41	1	4,045
Oklahoma	1979-80	115	4	1,646	57	915	32	18	1	45	2	131	5	26	1	2,896
	1980-81	58	2	1,569	60	865	33	26	1	14	1	40	2	28	1	2,601
	1981-82	43	2	1,374	61	683	30	20	1	5	0	25	1	121	5	2,268
	1982-83	32	2	1,219	66	551	30	12	1	4	0	19	1	5	0	1,841
	1983-84	28	1	1,225	66	552	30	9	0	12	1	19	1	2	0	1,847
	1984-85	21	1	1,758	67	802	31	9	0	0	0	17	1	6	0	2,613
	1985-86	14	1	1,209	61	732	37	18	1	0	0	10	1	7	0	1,990
	1986-87	25	1	1,326	74	412	23	18	1	0	0	13	1	0	0	1,794
	1987-88	23	1	1,263	75	383	23	9	1	0	0	13	1	0	0	1,690
	1988-89	23	1	1,307	74	404	23	0	0	9	1	21	1	0	0	1,763
	1989-90	26	1	1,314	75	389	22	0	0	0	0	13	1	13	1	1,754
Oregon	1979-80	41	2	656	35	1,045	56	30	2	39	2	41	2	18	1	1,871
	1980-81	64	5	460	33	747	54	27	2	28	2	43	3	9	1	1,378
	1981-82	70	6	452	37	620	50	16	1	21	2	30	2	22	2	1,231
	1982-83	22	2	425	38	571	51	14	1	15	1	25	2	37	3	1,110
	1983-84	31	3	460	42	563	51	5	0	10	1	17	2	20	2	1,107
	1984-85	69	5	489	37	646	48	55	4	25	2	28	2	23	2	1,334
	1985-86	27	2	582	42	718	52	4	0	9	1	26	2	27	2	1,393
	1986-87	27	2	535	42	647	51	3	0	12	1	21	2	25	2	1,270
	1987-88	34	3	589	44	645	48	4	0	19	1	30	2	18	1	1,338
	1988-89	29	2	515	43	606	50	0	0	7	1	25	2	18	2	1,201
	1989-90	47	3	595	43	662	47	0	0	17	1	35	3	41	3	1,397

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Pennsylvania	1979-80	376	5	197	2	3,394	41	3,641	44	368	4	286	3	83	1	8,345
	1980-81	138	2	3,688	47	3,113	40	148	2	374	5	279	4	74	1	7,812
	1981-82	125	2	3,204	49	2,458	38	130	2	306	5	260	4	67	1	6,549
	1982-83	115	2	2,924	50	2,147	36	118	2	322	5	234	4	41	1	5,900
	1983-84	120	2	3,019	51	2,113	36	124	2	251	4	225	4	32	1	5,884
	1984-85	114	2	2,186	36	2,167	36	1,035	17	262	4	215	4	64	1	6,044
	1985-86	109	2	1,758	32	2,102	38	1,021	19	224	4	193	4	78	1	5,484
	1986-87	110	2	2,940	53	1,775	32	72	1	359	6	183	3	142	3	5,581
	1987-88	97	2	2,979	52	1,793	32	70	1	475	8	126	2	136	2	5,676
	1988-89	125	2	3,331	51	1,928	29	0	0	185	3	190	3	788	12	6,546
	1989-90	117	2	3,036	50	1,513	25	0	0	143	2	171	3	1,039	18	6,039
Rhode Island	1979-80	21	3	339	52	187	29	2	0	18	3	38	6	41	6	646
	1980-81	21	4	298	59	94	19	2	0	42	8	22	4	27	5	504
	1981-82	19	3	346	64	114	21	3	1	28	5	20	4	8	1	537
	1982-83	27	6	265	62	59	14	0	0	22	5	21	5	31	7	426
	1983-84	26	6	257	62	57	14	0	0	22	5	21	5	30	7	413
	1984-85	21	6	246	66	61	16	3	1	20	5	17	5	5	1	373
	1985-86	18	5	259	69	49	13	3	1	17	4	19	5	12	3	377
	1986-87	12	3	259	72	52	15	2	1	10	3	18	5	5	1	358
	1987-88	11	4	239	78	30	10	0	0	10	3	14	5	3	1	306
	1988-89	11	3	261	76	37	11	0	0	10	3	14	4	11	3	344
	1989-90	16	4	302	73	54	13	0	0	13	3	14	3	12	3	411
South Carolina	1979-80	95	2	1,621	36	2,223	50	128	3	176	4	137	3	77	2	4,456
	1980-81	84	2	1,651	36	2,257	50	129	3	174	4	132	3	109	2	4,536
	1981-82	78	2	1,279	36	1,746	49	113	3	134	4	120	3	100	3	3,569
	1982-83	75	2	1,132	36	1,530	49	99	3	119	4	115	4	79	2	3,147
	1983-84	76	3	1,142	39	1,347	46	88	3	112	4	109	4	82	3	2,955
	1984-85	81	3	1,091	40	1,250	46	74	3	127	5	105	4	1	0	2,729
	1985-86	62	2	986	40	1,136	46	72	3	115	5	94	4	9	0	2,474
	1986-87	54	2	942	42	1,004	45	64	3	78	3	86	4	0	0	2,228
	1987-88	58	3	920	40	1,074	47	66	3	79	3	81	4	0	0	2,277
	1988-89	52	2	937	40	1,123	48	0	0	78	3	75	3	69	3	2,334
	1989-90	54	2	894	39	1,075	47	0	0	96	4	106	5	68	3	2,293
South Dakota	1979-80	6	1	457	45	491	49	0	0	17	2	7	1	33	3	1,010
	1980-81	4	0	404	44	437	48	2	0	10	1	3	0	58	6	918
	1981-82	3	0	388	49	350	45	0	0	3	0	0	0	41	5	785
	1982-83	3	0	348	48	371	51	0	0	0	0	0	0	2	0	725
	1983-84	3	0	359	48	386	51	0	0	2	0	0	0	0	0	750
	1984-85	2	0	347	51	319	47	0	0	6	1	1	0	0	0	675
	1985-86	4	1	372	61	232	38	0	0	1	0	1	0	0	0	611
	1986-87	2	0	338	49	340	50	0	0	2	0	1	0	0	0	682
	1987-88	5	1	299	45	359	54	0	0	7	1	0	0	0	0	669
	1988-89	5	1	305	46	356	53	0	0	1	0	0	0	0	0	667
	1989-90	3	0	355	48	386	52	0	0	1	0	0	0	0	0	744

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Tennessee	1979-80	496	8	2,911	49	2,080	35	37	1	85	1	133	2	228	4	5,969
	1980-81	98	2	2,061	50	1,796	44	19	0	38	1	52	1	55	1	4,120
	1981-82	84	2	1,592	46	1,579	46	30	1	42	1	62	2	68	2	3,457
	1982-83	107	2	2,572	56	1,645	36	37	1	127	3	92	2	32	1	4,613
	1983-84	87	3	1,688	61	903	32	12	0	5	0	52	2	36	1	2,782
	1984-85	84	3	1,828	58	1,072	34	17	1	50	2	82	3	19	1	3,153
	1985-86	82	3	1,803	58	1,086	35	16	1	47	2	79	3	16	0	3,128
	1986-87	78	3	1,713	58	1,013	35	22	1	36	1	60	2	14	0	2,935
	1987-88	80	3	1,712	57	1,055	35	13	0	43	1	55	2	25	1	2,984
	1988-89	80	2	1,667	46	1,739	48	0	0	64	2	78	2	14	0	3,642
	1989-90	87	3	1,710	53	1,251	39	0	0	52	2	62	2	58	2	3,220
Texas	1979-80	1,662	12	5,068	36	5,734	41	343	2	666	5	292	2	187	1	13,951
	1980-81	231	2	5,980	44	5,824	43	147	1	978	7	279	2	201	1	13,640
	1981-82	306	2	6,352	36	9,112	52	173	1	957	5	319	2	293	2	17,512
	1982-83	274	2	5,690	36	8,163	52	155	1	858	5	289	2	263	2	15,690
	1983-84	252	3	3,777	43	3,744	43	90	1	363	4	335	4	182	2	8,743
	1984-85	810	5	7,102	45	6,613	42	73	0	534	3	387	2	184	1	15,703
	1985-86	570	5	4,855	39	6,111	49	188	1	247	2	404	3	169	1	12,544
	1986-87	110	1	3,535	39	4,767	52	67	1	273	3	310	3	88	1	9,149
	1987-88	139	1	4,672	42	5,254	48	91	1	383	3	326	3	135	1	11,001
	1988-89	228	2	5,637	40	7,357	52	0	0	428	3	426	3	117	1	14,192
	1989-90	159	1	4,601	37	6,341	52	0	0	449	4	513	4	212	2	12,275
Utah	1979-80	18	2	185	20	706	74	16	2	9	1	12	1	4	0	951
	1980-81	13	2	139	17	604	76	17	2	11	1	11	1	0	0	796
	1981-82	12	2	120	15	624	78	16	2	12	2	11	1	0	0	796
	1982-83	12	2	103	14	598	80	15	2	14	2	8	1	0	0	750
	1983-84	35	3	117	11	851	80	9	1	25	2	19	2	12	1	1,067
	1984-85	13	1	115	13	653	72	16	2	12	1	11	1	90	10	909
	1985-86	11	1	117	13	648	74	17	2	9	1	10	1	67	8	878
	1986-87	15	2	108	15	584	79	16	2	6	1	9	1	0	0	738
	1987-88	13	1	100	11	724	83	16	2	10	1	8	1	0	0	871
	1988-89	14	2	122	13	776	83	0	0	13	1	10	1	0	0	934
	1989-90	13	1	118	12	789	83	0	0	16	2	12	1	0	0	948
Vermont	1979-80	17	3	232	46	224	44	5	1	20	4	10	2	0	0	509
	1980-81	19	4	216	46	199	43	0	0	16	3	15	3	0	0	466
	1981-82	13	3	188	48	166	42	0	0	9	2	9	2	6	2	391
	1982-83	12	4	162	49	142	43	0	0	6	2	8	2	4	1	333
	1983-84	12	3	174	47	164	45	3	1	11	3	5	1	0	0	367
	1984-85	15	4	197	47	182	43	0	0	6	1	21	5	0	0	421
	1985-86	15	3	205	48	193	45	2	0	12	3	1	0	0	0	428
	1986-87	17	4	182	46	186	47	0	0	1	0	11	3	1	0	398
	1987-88	15	4	196	47	196	47	2	0	8	2	2	0	0	0	419
	1988-89	15	3	207	46	217	48	0	0	2	0	11	2	0	0	452
	1989-90	19	4	197	45	208	48	0	0	2	0	11	3	1	0	437

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Virginia	1979-80	114	2	1,760	35	2,630	52	93	2	195	4	162	3	78	2	5,032
	1980-81	104	2	1,715	35	2,442	50	68	1	221	5	273	6	61	1	4,882
	1981-82	107	3	1,486	40	1,716	46	62	2	157	4	145	4	61	2	3,733
	1982-83	87	3	1,405	42	1,498	45	47	1	110	3	136	4	50	2	3,334
	1983-84	86	3	1,416	45	1,340	42	53	2	94	3	133	4	42	1	3,165
	1984-85	84	3	1,360	46	1,214	41	64	2	92	3	120	4	33	1	2,966
	1985-86	77	3	1,280	49	1,008	38	52	2	69	3	106	4	31	1	2,623
	1986-87	69	3	1,225	51	867	36	42	2	64	3	100	4	31	1	2,397
	1987-88	66	3	1,302	52	898	36	34	1	49	2	106	4	26	1	2,481
	1988-89	78	3	1,279	54	808	34	0	0	55	2	101	4	45	2	2,366
	1989-90	72	3	1,351	53	910	36	0	0	109	4	120	5	0	0	2,562
Washington	1979-80	48	3	758	48	675	43	7	0	54	3	33	2	9	1	1,584
	1980-81	73	4	805	48	672	40	16	1	48	3	44	3	24	1	1,682
	1981-82	38	3	677	51	531	40	8	1	32	2	29	2	12	1	1,327
	1982-83	34	3	665	50	576	43	3	0	26	2	26	2	0	0	1,329
	1983-84	35	3	683	50	579	43	0	0	24	2	32	2	0	0	1,353
	1984-85	36	3	661	50	560	43	3	0	0	0	26	2	28	2	1,314
	1985-86	78	4	932	52	682	38	19	1	36	2	49	3	0	0	1,797
	1986-87	34	3	644	50	554	43	10	1	25	2	27	2	0	0	1,293
	1987-88	30	2	648	49	580	44	12	1	24	2	26	2	0	0	1,321
	1988-89	32	2	633	48	585	44	0	0	30	2	25	2	12	1	1,317
	1989-90	29	2	586	46	589	47	0	0	20	2	27	2	11	1	1,263
West Virginia	1979-80	55	3	701	34	1,102	53	36	2	53	3	67	3	46	2	2,061
	1980-81	53	3	638	33	1,081	56	34	2	45	2	63	3	31	2	1,945
	1981-82	53	3	549	33	876	54	32	2	40	2	63	4	26	2	1,638
	1982-83	42	3	494	34	812	56	25	2	25	2	50	3	0	0	1,449
	1983-84	37	3	520	39	716	53	16	1	13	1	43	3	0	0	1,346
	1984-85	43	3	571	41	695	50	22	2	13	1	46	3	8	1	1,397
	1985-86	36	3	566	43	651	49	18	1	8	1	42	3	9	1	1,330
	1986-87	34	3	542	44	584	48	16	1	8	1	37	3	7	1	1,228
	1987-88	34	3	569	46	571	46	17	1	4	0	39	3	8	1	1,242
	1988-89	61	5	590	47	533	43	0	0	22	2	39	3	9	1	1,252
	1989-90	42	3	644	52	482	39	0	0	20	2	37	3	9	1	1,234
Wisconsin	1979-80	105	3	1,478	48	1,246	40	30	1	132	4	75	2	21	1	3,087
	1980-81	48	2	1,441	51	1,113	39	23	1	108	4	69	2	16	1	2,818
	1981-82	36	1	1,710	62	856	31	17	1	15	1	96	3	27	1	2,757
	1982-83	443	20	1,295	59	391	18	0	0	81	4	0	0	0	0	2,209
	1983-84	44	2	1,222	67	465	26	0	0	12	1	55	3	13	1	1,812
	1984-85	44	2	1,241	65	536	28	0	0	32	2	39	2	9	0	1,901
	1985-86	41	2	1,311	69	473	25	0	0	39	2	32	2	7	0	1,902
	1986-87	38	2	1,221	66	534	29	0	0	5	0	30	2	30	2	1,858
	1987-88	38	2	1,285	69	478	26	0	0	6	0	34	2	29	2	1,870
	1988-89	38	2	1,229	68	459	26	0	0	0	0	32	2	40	2	1,799
	1989-90	46	3	1,190	69	423	24	0	0	0	0	31	2	45	3	1,735

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Wyoming	1979-80	11	5	119	52	88	39	0	0	5	2	4	2	1	0	228
	1980-81	6	3	117	56	83	40	0	0	2	1	2	1	1	0	209
	1981-82	54	28	98	50	34	17	0	0	5	2	3	1	2	1	194
	1982-83	3	2	94	66	38	27	0	0	5	4	2	2	0	0	142
	1983-84	3	2	97	63	49	32	0	0	3	2	2	1	0	0	154
	1984-85	3	2	97	60	58	35	1	0	3	2	2	1	0	0	163
	1985-86	5	3	92	55	66	39	0	0	3	2	3	2	0	0	169
	1986-87	4	3	87	52	68	40	3	2	3	2	3	2	1	1	169
	1987-88	4	2	98	55	75	42	1	1	0	0	0	0	1	0	179
	1988-89	5	3	85	53	67	42	0	0	1	0	3	2	0	0	160
	1989-90	3	2	126	63	65	32	0	0	1	0	1	1	5	2	201
BIA	1979-80	44	3	274	20	947	68	20	1	32	2	70	5	0	0	1,387
	1980-81	75	6	259	21	834	67	10	1	5	0	44	3	17	1	1,244
	1981-82	58	5	291	23	853	66	32	2	12	1	29	2	11	1	1,286
	1982-83	31	3	295	28	690	64	3	0	14	1	27	3	12	1	1,072
	1983-84	37	4	284	28	657	65	1	0	13	1	18	2	5	1	1,015
	1984-85	33	3	270	27	656	66	0	0	5	0	19	2	8	1	990
	1985-86	23	3	264	29	611	67	2	0	1	0	14	2	2	0	916
	1986-87	25	3	303	33	575	62	0	0	1	0	18	2	7	1	927
	1987-88	36	4	331	34	561	58	0	0	5	0	17	2	19	2	969
	1988-89	21	2	325	33	576	59	0	0	21	2	15	2	13	1	970
	1989-90	16	2	304	35	499	57	0	0	3	0	7	1	39	5	868
Puerto Rico	1979-80	273	4	3,915	62	397	6	67	1	1,237	19	362	6	113	2	6,364
	1980-81	245	3	3,735	50	959	13	82	1	1,504	20	396	5	591	8	7,512
	1981-82	331	3	6,797	63	950	9	47	0	1,471	14	653	6	620	6	10,869
	1982-83	282	3	6,357	61	1,310	13	100	1	1,814	17	582	6	0	0	10,445
	1983-84	267	3	5,723	55	1,732	17	104	1	1,573	15	588	6	356	3	10,343
	1984-85	288	3	5,321	52	1,938	19	105	1	1,627	16	582	6	356	3	10,217
	1985-86	122	1	5,884	54	2,008	18	133	1	1,915	17	904	8	15	0	10,981
	1986-87	110	1	4,691	51	1,673	18	130	1	1,746	19	854	9	11	0	9,215
	1987-88	118	1	4,654	49	1,709	18	141	1	1,875	20	977	10	11	0	9,485
	1988-89	117	1	4,754	49	1,778	18	0	0	2,032	21	1,031	11	11	0	9,723
	1989-90	90	1	5,733	65	113	1	0	0	1,877	21	1,061	12	7	0	8,881
Guam	1979-80	1	1	35	41	34	40	1	1	9	10	5	6	1	1	86
	1980-81	2	2	34	39	34	39	3	3	9	10	5	6	1	1	88
	1981-82	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table C.7 (contd.)

State	Year	Adminis-trators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Trust Terr PI	1979-80	18	5	33	9	255	68	36	10	9	2	26	7	0	0	377
	1980-81	32	5	219	32	319	47	29	4	19	3	34	5	22	3	674
	1981-82	33	6	124	21	328	55	50	8	20	3	33	6	9	2	597
	1982-83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1983-84	20	3	134	21	351	54	57	9	55	8	25	4	6	1	648
	1984-85	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Virgin Islands	1979-80	5	3	39	26	71	47	5	3	12	8	8	5	10	7	150
	1980-81	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1987-88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1989-90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX D

ADDITIONAL ACHIEVEMENT INFORMATION FOR 1989-90

This appendix provides additional tables displaying the achievement information for 1989-90.

The tables are presented in the following order:

- Table D.1 -- basic skills reading achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1989-90;
- Table D.2 -- basic skills mathematics achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1989-90;
- Table D.3 -- basic skills other language arts achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1989-90;
- Table D.4 -- advanced skills reading achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1989-90;
- Table D.5 -- advanced skills mathematics achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1989-90; and
- Table D.6 -- number of Chapter 1 participants receiving reading and mathematics services, and number of Chapter 1 participants tested, by subject area and by grade -- 1989-90.

Table D.1
Basic Skills Reading Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State — 1989–90

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	11,826	36.0	25	39.1	30	3.1
Alaska	467	29.3	16	34.5	23	5.2
Arizona	3,416	32.8	20	31.4	18	-1.4
Arkansas	5,599	36.0	25	38.3	29	2.3
California	42,002	31.6	19	32.9	20	1.3
Colorado	2,060	26.2	12	33.3	21	7.1
Connecticut	1,568	31.8	19	41.0	33	9.2
Delaware	1,012	31.0	18	40.0	31	9.0
District of Columbia	63	17.8	6	41.6	34	23.8
Florida	10,408	31.5	19	33.0	21	1.5
Georgia	11,567	33.6	21	37.6	27	4.0
Hawaii						
Idaho	1,144	37.3	27	41.1	33	3.8
Illinois	5,898	38.4	29	29.5	16	-8.9
Indiana	9,537	37.6	27	43.0	37	5.4
Iowa	849	41.6	34	40.8	33	-0.8
Kansas	2,854	34.8	23	39.6	31	4.8
Kentucky	8,971	36.4	25	38.4	29	2.0
Louisiana	9,420	31.9	19	33.9	22	2.0
Maine	1,500	37.7	28	41.9	35	4.2
Maryland	6,712	35.3	24	35.9	25	0.6
Massachusetts	4,162	34.4	23	42.8	36	8.4
Michigan	13,760	32.1	19	37.3	27	5.2
Minnesota						
Mississippi	3,043	34.3	22	37.0	26	2.7
Missouri	6,775	32.3	20	35.2	24	2.9
Montana	29	33.9	22	36.8	26	2.9
Nebraska	2,420	34.3	22	39.9	31	5.6
Nevada						
New Hampshire	611	27.1	13	39.4	30	12.3
New Jersey	11,153	32.1	19	41.1	33	9.0
New Mexico	946	21.3	8	27.3	14	6.0
New York	14,063	32.7	20	39.6	31	6.9
North Carolina	6,146	27.6	14	34.9	23	7.3
North Dakota	686	40.3	32	43.7	38	3.4
Ohio	16,758	32.0	19	40.6	32	8.6
Oklahoma	2,497	33.3	21	40.7	33	7.4
Oregon	367	29.0	15	31.7	19	2.7
Pennsylvania	19,705	32.6	20	38.0	28	5.4
Rhode Island	982	34.9	23	39.6	31	4.7
South Carolina						
South Dakota	1,245	40.3	32	41.2	33	0.9
Tennessee						
Texas	22,227	33.5	21	37.0	26	3.5
Utah	1,724	34.3	22	36.3	25	2.0
Vermont						
Virginia	5,877	32.9	20	39.4	30	6.5
Washington	4,377	27.5	14	33.8	22	6.3
West Virginia	3,640	37.9	28	39.8	31	1.9
Wisconsin	4,596	35.4	24	39.2	30	3.8
Wyoming	226	36.0	25	43.1	37	7.1
Bureau of Indian Affairs	839	25.0	11	25.0	11	0.0
Total (Weighted)	285,727	33.1	21	37.0	26	3.9
Number of States Reporting	46					

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Table D.1 (contd.)

1989–90 Chapter 1
Annual Reading
Basic Skills Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	12,961	34.2	22	35.9	25	1.7
Alaska	428	28.0	14	31.0	18	3.0
Arizona	4,217	28.2	15	30.2	17	2.0
Arkansas	5,198	33.4	21	34.1	22	0.7
California	46,664	30.6	17	33.6	21	3.0
Colorado	1,928	27.1	13	32.7	20	5.6
Connecticut	1,772	34.6	23	38.3	29	3.7
Delaware	754	34.0	22	38.0	28	4.0
District of Columbia	814	43.2	37	43.3	37	0.1
Florida	11,174	30.0	17	33.3	21	3.3
Georgia	15,843	32.5	20	36.0	25	3.5
Hawaii						
Idaho	949	35.0	23	40.2	32	5.2
Illinois	6,891	29.7	16	29.0	15	-0.7
Indiana	8,801	37.2	27	41.1	33	3.9
Iowa	1,367	40.5	32	42.0	35	1.5
Kansas	3,079	33.8	22	37.7	28	3.9
Kentucky	9,462	34.3	22	35.7	24	1.4
Louisiana	9,980	30.4	17	33.8	22	3.4
Maine	1,421	38.9	29	41.5	34	2.6
Maryland	6,363	33.7	22	35.9	25	2.2
Massachusetts	3,767	37.7	28	40.3	32	2.6
Michigan	12,259	32.3	20	36.6	26	4.3
Minnesota						
Mississippi	10,101	34.2	22	29.6	16	-4.6
Missouri	7,386	27.7	14	32.7	20	5.0
Montana	50	25.7	12	32.8	20	7.1
Nebraska	2,459	36.1	25	41.4	34	5.3
Nevada						
New Hampshire	387	31.6	19	42.4	35	10.8
New Jersey	9,614	33.5	21	41.9	35	8.4
New Mexico	810	24.5	11	29.0	15	4.5
New York	15,969	32.9	20	37.0	26	4.1
North Carolina	7,954	29.3	16	36.1	25	6.8
North Dakota	646	41.7	34	42.4	35	0.7
Ohio	12,299	33.1	21	39.4	30	6.3
Oklahoma	1,186	33.2	21	35.7	24	2.5
Oregon	337	30.1	17	37.0	26	6.9
Pennsylvania	20,288	32.5	20	37.7	28	5.2
Rhode Island	871	31.2	18	35.0	23	3.8
South Carolina						
South Dakota	1,204	36.9	26	39.1	30	2.2
Tennessee						
Texas	32,047	33.1	21	35.0	23	1.9
Utah	1,519	32.0	19	35.6	24	3.6
Vermont						
Virginia	5,144	33.1	21	37.0	26	3.9
Washington	3,653	30.7	18	34.6	23	3.9
West Virginia	3,401	35.8	25	38.1	28	2.3
Wisconsin	3,910	35.6	24	37.2	27	1.6
Wyoming	313	36.8	26	40.4	32	3.6
Bureau of Indian Affairs	900	21.5	8	24.8	11	3.3
Total (Weighted)	308,540	32.4	20	35.7	24	3.3
Number of States Reporting	46					

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Table D.1 (contd.)

1989-90 Chapter 1
Annual Reading
Basic Skills Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	10,484	34.3	22	36.6	26	2.3
Alaska	407	25.7	12	27.9	14	2.2
Arizona	3,355	28.7	15	32.8	20	4.1
Arkansas	4,751	32.9	20	39.4	30	6.5
California	45,566	32.9	20	35.2	24	2.3
Colorado	1,545	29.6	16	33.8	22	4.2
Connecticut	1,740	34.5	23	39.9	31	5.4
Delaware	595	32.0	19	37.0	26	5.0
District of Columbia	795	45.0	40	37.5	27	-7.5
Florida	10,651	31.9	19	34.2	22	2.3
Georgia	13,315	34.0	22	37.3	27	3.3
Hawaii						
Idaho	1,014	31.8	19	36.1	25	4.3
Illinois	7,593	27.9	14	29.9	17	2.0
Indiana	7,936	38.0	28	40.7	33	2.7
Iowa	1,032	40.0	31	41.7	34	1.7
Kansas	2,793	33.5	21	37.9	28	4.4
Kentucky	9,003	34.0	22	38.0	28	4.0
Louisiana	7,125	31.7	19	34.2	22	2.5
Maine	1,131	37.1	27	40.9	33	3.8
Maryland	5,055	34.1	22	38.5	29	4.4
Massachusetts	3,433	35.6	24	41.0	33	5.4
Michigan	9,717	33.0	21	36.4	25	3.4
Minnesota						
Mississippi	11,985	32.6	20	35.9	25	3.3
Missouri	6,437	27.3	14	32.0	19	4.7
Montana	30	24.5	11	26.3	13	1.8
Nebraska	1,896	36.8	26	40.9	33	4.1
Nevada						
New Hampshire	253	40.4	32	48.3	46	7.9
New Jersey	6,528	34.1	22	39.2	30	5.1
New Mexico	700	27.1	13	28.6	15	1.5
New York	16,328	33.2	21	37.5	27	4.3
North Carolina	12,017	34.0	22	37.5	27	3.5
North Dakota	610	38.5	29	40.9	33	2.4
Ohio	7,719	32.3	20	36.3	25	4.0
Oklahoma	2,119	32.7	20	37.4	27	4.7
Oregon	235	31.2	18	35.3	24	4.1
Pennsylvania	18,204	33.9	22	38.4	29	4.5
Rhode Island	686	32.1	19	39.1	30	7.0
South Carolina						
South Dakota	1,024	36.5	26	36.6	26	0.1
Tennessee						
Texas	30,332	32.7	20	36.4	25	3.7
Utah	1,459	31.0	18	33.9	22	2.9
Vermont						
Virginia	4,542	32.2	19	35.4	24	3.2
Washington	2,649	31.6	19	36.4	25	4.8
West Virginia	3,162	32.9	20	37.9	28	5.0
Wisconsin	3,258	33.6	21	36.5	26	2.9
Wyoming	258	34.9	23	39.2	30	4.3
Bureau of Indian Affairs	803	24.0	10	23.9	10	-0.1
Total (Weighted)	282,270	33.0	21	36.4	25	3.4
Number of States Reporting	46					

Table D.1 (contd.)

1989–90 Chapter 1
Annual Reading
Basic Skills Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	9,852	34.4	23	37.5	27	3.1
Alaska	324	26.8	13	28.7	15	1.9
Arizona	3,076	30.3	17	32.9	20	2.6
Arkansas	4,149	35.6	24	36.3	25	0.7
California	43,180	33.3	21	34.7	23	1.4
Colorado	1,169	29.4	16	32.7	20	3.3
Connecticut	1,343	36.0	25	39.4	30	3.4
Delaware	457	28.0	14	33.0	21	5.0
District of Columbia	780	38.3	29	35.0	23	-3.3
Florida	7,190	31.2	18	33.0	21	1.8
Georgia	13,363	32.2	19	36.4	25	4.2
Hawaii						
Idaho	742	32.3	20	37.0	26	4.7
Illinois	6,967	25.7	12	30.1	17	4.4
Indiana	7,183	37.1	27	39.8	31	2.7
Iowa	675	42.8	36	43.1	37	0.3
Kansas	2,266	32.6	20	37.2	27	4.6
Kentucky	7,404	34.4	23	35.7	24	1.3
Louisiana	6,350	35.9	25	32.3	20	-3.6
Maine	1,079	37.1	27	40.2	32	3.1
Maryland	3,051	35.5	24	40.5	32	5.0
Massachusetts	2,835	36.9	26	39.5	30	2.6
Michigan	7,047	32.6	20	34.9	23	2.3
Minnesota						
Mississippi	11,236	34.1	22	37.4	27	3.3
Missouri	4,866	27.2	14	30.8	18	3.6
Montana	32	27.6	14	28.7	15	1.1
Nebraska	1,550	37.4	27	40.6	32	3.2
Nevada						
New Hampshire	152	33.2	21	52.2	54	19.0
New Jersey	6,976	32.6	20	37.0	26	4.4
New Mexico	211	31.2	18	34.7	23	3.5
New York	13,540	34.3	22	38.2	28	3.9
North Carolina	11,883	34.1	22	36.3	25	2.2
North Dakota	536	39.7	31	40.7	33	1.0
Ohio	5,122	33.0	21	35.9	25	2.9
Oklahoma	986	32.5	20	38.4	29	5.9
Oregon	193	31.2	18	35.2	24	4.0
Pennsylvania	13,533	33.9	22	37.5	27	3.6
Rhode Island	636	32.6	20	36.2	25	3.6
South Carolina						
South Dakota	937	34.1	22	36.6	26	2.5
Tennessee						
Texas	28,646	32.4	20	34.4	23	2.0
Utah	926	28.8	15	31.8	19	3.0
Vermont						
Virginia	4,079	32.4	20	38.0	28	5.6
Washington	2,047	33.5	21	36.8	26	3.3
West Virginia	2,707	34.7	23	35.7	24	1.0
Wisconsin	2,253	32.7	20	36.6	26	3.9
Wyoming	209	35.0	23	39.9	31	4.9
Bureau of Indian Affairs	740	23.5	10	24.9	11	1.4
Total (Weighted)	244,478	33.2	21	35.7	24	2.5
Number of States Reporting	46					

Table D.1 (contd.)

1989-90 Chapter 1
Annual Reading
Basic Skills Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	8,239	33.6	21	37.6	27	4.0
Alaska	268	26.4	13	28.7	15	2.3
Arizona	2,622	29.7	16	33.2	21	3.5
Arkansas	3,813	33.6	21	38.1	28	4.5
California	39,373	33.4	21	35.4	24	2.0
Colorado	1,115	28.8	15	32.2	19	3.4
Connecticut	1,126	35.6	24	39.1	30	3.5
Delaware	281	29.0	15	32.0	19	3.0
District of Columbia	845	36.4	25	40.2	32	3.8
Florida	2,939	32.1	19	34.4	23	2.3
Georgia	10,401	32.9	20	33.9	22	1.0
Hawaii						
Idaho	457	29.8	16	33.8	22	4.0
Illinois	6,085	26.2	12	30.8	18	4.6
Indiana	5,257	35.9	25	39.4	30	3.5
Iowa	376	42.1	35	47.1	44	5.0
Kansas	1,785	33.6	21	37.1	27	3.5
Kentucky	6,350	34.2	22	36.5	26	2.3
Louisiana	3,598	31.5	19	37.1	27	5.6
Maine	801	37.5	27	39.2	30	1.7
Maryland	299	30.8	18	35.6	24	4.8
Massachusetts	2,349	35.0	23	39.3	30	4.3
Michigan	4,483	31.7	19	33.2	21	1.5
Minnesota						
Mississippi	10,291	32.5	20	37.4	27	4.9
Missouri	3,247	25.4	12	30.5	17	5.1
Montana	27	31.2	18	39.2	30	8.0
Nebraska	1,197	36.7	26	39.6	31	2.9
Nevada						
New Hampshire	119	42.8	36	51.8	53	9.0
New Jersey	6,783	32.1	19	38.7	29	6.6
New Mexico	302	27.5	14	30.3	17	2.8
New York	11,828	34.2	22	36.5	26	2.3
North Carolina	10,549	33.1	21	36.0	25	2.9
North Dakota	362	37.9	28	38.9	29	1.0
Ohio	4,003	32.7	20	36.2	25	3.5
Oklahoma	1,464	32.7	20	38.6	29	5.9
Oregon	159	30.8	18	34.1	22	3.3
Pennsylvania	12,310	33.1	21	36.3	25	3.2
Rhode Island	576	32.9	20	37.0	26	4.1
South Carolina						
South Dakota	647	35.6	24	36.7	26	1.1
Tennessee						
Texas	15,600	31.2	18	33.5	21	2.3
Utah	549	28.9	15	32.4	20	3.5
Vermont						
Virginia	2,601	30.4	17	34.8	23	4.4
Washington	1,153	34.9	23	38.1	28	3.2
West Virginia	1,996	33.8	22	35.3	24	1.5
Wisconsin	1,380	31.8	19	35.0	23	3.2
Wyoming	153	35.2	24	37.9	28	2.7
Bureau of Indian Affairs	663	22.6	9	24.2	11	1.6
Total (Weighted)	190,821	32.7	20	35.7	24	3.0
Number of States Reporting	46					

Table D.1 (contd.)

1989-90 Chapter 1
Annual Reading
Basic Skills Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	3,427	34.3	22	37.5	27	3.2
Alaska	155	30.2	17	32.8	20	2.6
Arizona	2,425	28.5	15	34.0	22	5.5
Arkansas	2,156	35.5	24	35.2	24	-0.3
California	20,411	32.5	20	33.9	22	1.4
Colorado	1,074	28.8	15	33.4	21	4.6
Connecticut	955	37.5	27	38.7	29	1.2
Delaware	109	28.0	14	25.0	11	-3.0
District of Columbia	188	39.6	31	41.5	34	1.9
Florida	711	33.1	21	35.8	25	2.7
Georgia	8,047	30.8	18	37.6	27	6.8
Hawaii						
Idaho	469	30.7	18	34.4	23	3.7
Illinois	4,518	25.5	12	34.6	23	9.1
Indiana	2,883	36.8	26	37.1	27	0.3
Iowa	171	44.1	39	45.8	42	1.7
Kansas	1,085	33.4	21	38.1	28	4.7
Kentucky	4,769	33.2	21	35.2	24	2.0
Louisiana	1,047	31.6	19	34.0	22	2.4
Maine	596	34.5	23	39.3	30	4.8
Maryland	12	39.2	30	46.7	43	7.5
Massachusetts	1,970	36.0	25	37.0	26	1.0
Michigan	3,035	29.8	16	32.3	20	2.5
Minnesota						
Mississippi	5,446	31.2	18	29.2	16	-2.0
Missouri	1,647	23.7	10	29.3	16	5.6
Montana	20	34.3	22	37.7	28	3.4
Nebraska	380	37.7	28	40.8	33	3.1
Nevada						
New Hampshire	84	32.3	20	35.1	24	2.8
New Jersey	6,728	33.7	22	37.1	27	3.4
New Mexico	242	28.2	15	30.6	17	2.4
New York	10,663	34.2	22	37.8	28	3.6
North Carolina	7,959	33.4	21	34.9	23	1.5
North Dakota	201	34.3	22	35.1	24	0.8
Ohio	492	30.9	18	37.0	26	6.1
Oklahoma	499	32.1	19	37.0	26	4.9
Oregon	125	31.0	18	36.2	25	5.2
Pennsylvania	8,837	30.8	18	34.5	23	3.7
Rhode Island	977	35.1	24	35.0	23	-0.1
South Carolina						
South Dakota	437	32.7	20	35.4	24	2.7
Tennessee						
Texas	10,995	30.9	18	32.7	20	1.8
Utah	687	28.2	15	33.1	21	4.9
Vermont						
Virginia	1,305	30.1	17	34.2	22	4.1
Washington	684	32.7	20	34.6	23	1.9
West Virginia	871	32.7	20	35.7	24	3.0
Wisconsin	690	33.4	21	37.2	27	3.8
Wyoming	79	32.8	20	39.2	30	6.4
Bureau of Indian Affairs	411	24.3	11	26.5	13	2.2
Total (Weighted)	120,672	32.1	19	34.9	23	2.8
Number of States Reporting	46					

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Table D.1 (contd.)

1989-90 Chapter 1
Annual Reading
Basic Skills Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,507	34.7	23	39.8	31	5.1
Alaska	75	28.0	14	26.4	13	-1.6
Arizona	1,575	30.6	17	32.8	20	2.2
Arkansas	1,932	33.4	21	36.8	26	3.4
California	20,370	32.5	20	33.6	21	1.1
Colorado	727	29.6	16	33.9	22	4.3
Connecticut	836	35.9	25	37.9	28	2.0
Delaware	89	30.0	17	31.0	18	1.0
District of Columbia	228	36.0	25	35.1	24	-0.9
Florida	345	29.9	17	32.2	19	2.3
Georgia	6,821	31.5	19	33.5	21	2.0
Hawaii						
Idaho	324	33.3	21	35.2	24	1.9
Illinois	3,532	26.2	12	33.6	21	7.4
Indiana	2,427	34.4	23	36.7	26	2.3
Iowa	137	42.4	35	45.4	41	3.0
Kansas	831	35.0	23	36.5	26	1.5
Kentucky	4,071	33.6	21	38.3	29	4.7
Louisiana	601	30.2	17	33.5	21	3.3
Maine	369	34.7	23	37.2	27	2.5
Maryland	11	34.4	23	41.4	34	7.0
Massachusetts	1,614	32.2	19	35.3	24	3.1
Michigan	2,432	30.8	18	33.1	21	2.3
Minnesota						
Mississippi	4,667	31.8	19	29.5	16	-2.3
Missouri	1,162	19.4	7	26.6	13	7.2
Montana	14	32.0	19	33.6	21	1.6
Nebraska	346	37.9	28	40.8	33	2.9
Nevada						
New Hampshire	90	32.9	20	37.5	27	4.6
New Jersey	6,181	32.6	20	36.2	25	3.6
New Mexico	203	27.9	14	29.9	17	2.0
New York	8,630	35.5	24	37.5	27	2.0
North Carolina	7,288	33.4	21	35.9	25	2.5
North Dakota	102	32.5	20	34.6	23	2.1
Ohio	377	27.8	14	34.7	23	6.9
Oklahoma	943	32.2	19	36.7	26	4.5
Oregon	132	31.5	19	34.6	23	3.1
Pennsylvania	7,253	29.9	17	33.4	21	3.5
Rhode Island	875	32.5	20	35.1	24	2.6
South Carolina						
South Dakota	307	32.7	20	34.5	23	1.8
Tennessee						
Texas	9,586	30.7	18	32.5	20	1.8
Utah	477	27.6	14	31.5	19	3.9
Vermont						
Virginia	578	31.0	18	33.6	21	2.6
Washington	425	30.5	17	34.5	23	4.0
West Virginia	590	33.6	21	37.3	27	3.7
Wisconsin	627	32.3	20	33.4	21	1.1
Wyoming	53	34.5	23	38.8	29	4.3
Bureau of Indian Affairs	383	25.5	12	28.1	14	2.6
Total (Weighted)	103,143	32.1	19	34.5	23	2.4
Number of States Reporting	46					

Table D.1 (contd.)

1989–90 Chapter 1
Annual Reading
Basic Skills Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	578	34.0	22	36.0	25	2.0
Alaska	47	33.1	21	33.9	22	0.8
Arizona	1,262	30.2	17	32.2	19	2.0
Arkansas	462	33.6	21	38.4	29	4.8
California	12,090	28.8	15	31.4	18	2.6
Colorado	261	29.5	16	32.7	20	3.2
Connecticut	607	27.3	14	31.3	18	4.0
Delaware	73	30.0	17	29.0	15	-1.0
District of Columbia	454	35.7	24	33.6	21	-2.1
Florida						
Georgia	1,771	29.1	16	34.0	22	4.9
Hawaii						
Idaho	133	33.8	22	37.3	27	3.5
Illinois	1,916	29.0	15	30.7	18	1.7
Indiana	1,130	33.6	21	33.9	22	0.3
Iowa	8	50.9	51	50.0	50	-0.9
Kansas	360	34.0	22	34.6	23	0.6
Kentucky	1,635	32.4	20	34.7	23	2.3
Louisiana	13	30.9	18	27.3	14	-3.6
Maine	48	33.7	22	36.9	26	3.2
Maryland						
Massachusetts	865	30.2	17	35.7	24	5.5
Michigan	1,023	30.7	18	31.8	19	1.1
Minnesota						
Mississippi	1,871	29.4	16	35.0	23	5.6
Missouri	110	17.7	6	19.9	7	2.2
Montana	6	40.6	32	48.9	48	8.3
Nebraska	193	36.9	26	40.3	32	3.4
Nevada						
New Hampshire	28	39.6	31	49.4	48	9.8
New Jersey	3,739	34.5	23	38.8	29	4.3
New Mexico	123	17.4	6	25.1	11	7.7
New York	7,160	36.1	25	38.9	29	2.8
North Carolina	1,969	31.6	19	34.8	23	3.2
North Dakota	51	31.9	19	34.4	23	2.5
Ohio	53	31.8	19	39.2	30	7.4
Oklahoma	57	29.5	16	34.7	23	5.2
Oregon	42	28.5	15	32.9	20	4.4
Pennsylvania	4,414	26.0	12	28.5	15	2.5
Rhode Island	301	31.5	19	36.5	26	5.0
South Carolina						
South Dakota	44	34.4	23	38.8	29	4.4
Tennessee						
Texas	4,115	27.8	14	29.7	16	1.9
Utah	71	23.4	10	29.1	16	5.7
Vermont						
Virginia	52	28.8	15	31.4	18	2.6
Washington	237	29.2	16	33.2	21	4.0
West Virginia	92	29.5	16	37.3	27	7.8
Wisconsin	205	37.6	27	39.0	30	1.4
Wyoming	41	30.7	18	32.9	20	2.2
Bureau of Indian Affairs	234	26.0	12	28.4	15	2.4
Total (Weighted)	49,942	30.7	18	33.5	21	2.8
Number of States Reporting	44					

Table D.1 (contd.)

1989-90 Chapter 1
Annual Reading
Basic Skills Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	334	34.3	22	37.6	27	3.3
Alaska	26	22.1	9	25.3	12	3.2
Arizona	605	29.1	16	33.1	21	4.0
Arkansas	166	34.0	22	31.8	19	-2.2
California	9,476	28.3	15	30.7	18	2.4
Colorado	168	28.4	15	31.3	18	2.9
Connecticut	367	27.4	14	30.2	17	2.8
Delaware	8	20.0	7	30.0	17	10.0
District of Columbia						
Florida						
Georgia	344	27.1	13	29.0	15	1.9
Hawaii						
Idaho	61	31.5	19	34.8	23	3.3
Illinois	621	32.0	19	30.2	17	-1.8
Indiana	322	31.2	18	31.5	19	0.3
Iowa	10	49.5	49	43.4	37	-6.1
Kansas	218	31.0	18	28.9	15	-2.1
Kentucky	617	32.0	19	35.1	24	3.1
Louisiana						
Maine	26	30.0	17	34.7	23	4.7
Maryland						
Massachusetts	645	30.8	18	35.4	24	4.6
Michigan	305	30.4	17	31.3	18	0.9
Minnesota						
Mississippi	654	30.1	17	34.6	23	4.5
Missouri	39	24.3	11	20.6	8	-3.7
Montana	3	41.6	34	43.9	38	2.3
Nebraska	76	35.5	24	40.2	32	4.7
Nevada						
New Hampshire	13	33.5	21	42.4	35	8.9
New Jersey	909	28.6	15	31.2	18	2.6
New Mexico	15	31.1	18	36.3	25	5.2
New York	4,902	38.8	29	40.0	31	1.2
North Carolina	562	31.3	18	34.8	23	3.5
North Dakota	7	39.2	30	34.8	23	-4.4
Ohio	42	33.6	21	41.2	33	7.6
Oklahoma	42	28.2	15	30.6	17	2.4
Oregon	63	32.5	20	31.3	18	-1.2
Pennsylvania	2,214	25.6	12	28.6	15	3.0
Rhode Island	128	23.1	10	31.4	18	8.3
South Carolina						
South Dakota	16	23.0	10	27.5	14	4.5
Tennessee						
Texas	1,913	28.3	15	29.7	16	1.4
Utah	56	27.8	14	38.1	28	10.3
Vermont						
Virginia	7	37.0	26	45.3	41	8.3
Washington	146	29.6	16	33.4	21	3.8
West Virginia	83	34.9	23	41.9	35	7.0
Wisconsin	156	36.3	25	38.0	28	1.7
Wyoming	0	28.4	15	38.9	29	10.5
Bureau of Indian Affairs	149	22.7	9	24.0	10	1.3
Total (Weighted)	26,514	30.6	17	32.8	20	2.2
Number of States Reporting	42					

Table D.1 (contd.)

1989-90 Chapter 1
Annual Reading
Basic Skills Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	344	37.1	27	36.1	25	-1.0
Alaska	15	31.1	18	33.1	21	2.0
Arizona	369	27.0	13	30.6	17	3.6
Arkansas	176	29.0	15	29.6	16	0.6
California	6,035	28.6	15	31.8	19	3.2
Colorado	98	28.6	15	30.2	17	1.6
Connecticut	155	24.4	11	28.2	15	3.8
Delaware	13	26.0	12	32.0	19	6.0
District of Columbia						
Florida						
Georgia	112	25.2	11	29.4	16	4.2
Hawaii						
Idaho	132	37.3	27	38.4	29	1.1
Illinois	96	34.1	22	27.3	14	-6.8
Indiana	92	29.4	16	31.1	18	1.7
Iowa	8	42.8	36	40.7	33	-2.1
Kansas	95	31.0	18	30.3	17	-0.7
Kentucky	216	31.7	19	30.5	17	-1.2
Louisiana						
Maine	17	39.2	30	39.3	30	0.1
Maryland						
Massachusetts	378	29.1	16	29.1	16	0.0
Michigan	116	31.7	19	33.9	22	2.2
Minnesota						
Mississippi	319	29.1	16	31.6	19	2.5
Missouri	1	3.2	1	13.1	4	9.9
Montana						
Nebraska	69	36.3	25	40.4	32	4.1
Nevada						
New Hampshire	2	25.5	12	44.5	39	19.0
New Jersey	850	26.8	13	31.8	19	5.0
New Mexico	12	26.4	13	28.1	14	1.7
New York	2,347	40.0	31	42.7	36	2.7
North Carolina	188	30.5	17	31.9	19	1.4
North Dakota	14	37.4	27	39.0	30	1.6
Ohio	19	44.3	39	49.2	48	4.9
Oklahoma	52	47.1	44	47.0	44	-0.1
Oregon	33	29.1	16	32.3	20	3.2
Pennsylvania	1,394	25.7	12	28.0	14	2.3
Rhode Island	119	27.5	14	32.9	20	5.4
South Carolina						
South Dakota	13	33.0	21	36.8	26	3.8
Tennessee						
Texas	1,872	27.1	13	28.5	15	1.4
Utah	39	17.9	6	19.6	7	1.7
Vermont						
Virginia	7	36.1	25	47.0	44	10.9
Washington	78	31.7	19	35.7	24	4.0
West Virginia	27	36.0	25	38.3	29	2.3
Wisconsin	107	32.2	19	37.5	27	5.3
Wyoming	19	34.4	23	40.3	32	5.9
Bureau of Indian Affairs	104	23.8	10	24.9	11	1.1
Total (Weighted)	16,152	30.2	17	32.7	20	2.5
Number of States Reporting	41					

Table D.1 (contd.)

1989-90 Chapter 1
Annual Reading
Basic Skills Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	46	30.7	18	34.2	22	3.5
Alaska	6	27.7	14	26.3	13	-1.4
Arizona	308	25.0	11	28.9	15	3.9
Arkansas	132	28.8	15	30.7	18	1.9
California	2,777	31.3	18	32.6	20	1.3
Colorado	52	25.7	12	26.6	13	0.9
Connecticut	60	16.1	5	22.5	9	6.4
Delaware	10	30.0	17	32.0	19	2.0
District of Columbia						
Florida						
Georgia	34	26.1	12	25.7	12	-0.4
Hawaii						
Idaho	52	24.1	10	37.5	27	13.4
Illinois	162	32.0	19	31.2	18	-0.8
Indiana	58	28.9	15	27.5	14	-1.4
Iowa	5	42.8	36	50.7	51	7.9
Kansas	7	21.6	8	26.3	13	4.7
Kentucky	157	26.1	12	29.7	16	3.6
Louisiana						
Maine	12	40.1	32	42.5	36	2.4
Maryland						
Massachusetts	288	27.6	14	32.1	19	4.5
Michigan	63	26.7	13	33.8	22	7.1
Minnesota						
Mississippi	196	27.4	14	31.0	18	3.6
Missouri	2	20.2	7	24.4	11	4.2
Montana	2	41.0	33	48.5	47	7.5
Nebraska	36	33.0	21	37.8	28	4.8
Nevada						
New Hampshire	4	34.3	22	39.3	30	5.0
New Jersey	378	28.6	15	32.3	20	3.7
New Mexico	15	24.1	10	23.6	10	-0.5
New York	534	28.3	15	35.1	24	6.8
North Carolina	64	25.4	12	29.6	16	4.2
North Dakota	10	38.5	29	42.5	36	4.0
Ohio	3	38.0	28	45.0	40	7.0
Oklahoma	10	28.1	14	33.1	21	5.0
Oregon	15	34.5	23	37.3	27	2.8
Pennsylvania	798	25.4	12	25.5	12	0.1
Rhode Island	93	23.1	10	29.9	17	6.8
South Carolina						
South Dakota	6	36.9	26	37.4	27	0.5
Tennessee						
Texas	644	30.0	17	30.1	17	0.1
Utah	13	20.8	8	23.5	10	2.7
Vermont						
Virginia	13	36.0	25	39.0	30	3.0
Washington	30	18.9	7	23.7	10	4.8
West Virginia	21	28.0	14	33.5	21	5.5
Wisconsin	44	36.0	25	37.9	28	1.9
Wyoming	12	31.4	18	42.2	35	10.8
Bureau of Indian Affairs	68	24.3	11	25.9	12	1.6
Total (Weighted)	7,240	29.0	15	31.2	18	2.2
Number of States Reporting	42					

Table D.2

Basic Skills Math Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State — 1989–90

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	6,258	36.3	25	41.8	34	5.5
Alaska	159	30.9	18	32.8	20	1.9
Arizona	1,071	28.1	14	37.5	27	9.4
Arkansas	2,772	38.2	28	44.7	40	6.5
California	35,986	39.4	30	42.1	35	2.7
Colorado	367	27.9	14	36.8	26	8.9
Connecticut	862	29.9	17	43.1	37	13.2
Delaware	398	31.0	18	43.0	37	12.0
District of Columbia	46	32.7	20	30.3	17	-2.4
Florida	5,990	32.0	19	39.6	31	7.6
Georgia	7,361	36.0	25	44.3	39	8.3
Hawaii						
Idaho	694	34.4	23	46.6	43	12.2
Illinois	1,924	43.4	37	43.1	37	-0.3
Indiana	1,993	41.7	34	49.9	49	8.2
Iowa	63	47.1	44	45.9	42	-1.2
Kansas	846	33.2	21	45.6	41	12.4
Kentucky	1,700	42.0	35	43.8	38	1.8
Louisiana	4,884	34.0	22	39.4	30	5.4
Maine	579	38.3	29	44.6	39	6.3
Maryland	5,464	35.3	24	41.2	33	5.9
Massachusetts	1,830	35.8	25	47.1	44	11.3
Michigan	5,239	34.3	22	40.6	32	6.3
Minnesota						
Mississippi	2,913	32.2	19	41.7	34	9.5
Missouri	3,302	25.7	12	35.2	24	9.5
Montana	19	[illegible]	27	42.8	36	5.3
Nebraska	982	35.9	25	44.5	39	8.6
Nevada						
New Hampshire	179	30.0	17	43.0	37	13.0
New Jersey	6,851	38.1	28	53.0	55	14.9
New Mexico	178	32.5	20	40.9	33	8.4
New York	5,638	30.1	17	44.2	39	14.1
North Carolina	705	27.2	14	40.7	33	13.5
North Dakota	193	36.3	25	39.6	31	3.3
Ohio	1,188	30.9	18	45.4	41	14.5
Oklahoma	1,539	30.5	17	43.4	37	12.9
Oregon	103	29.0	15	37.0	26	8.0
Pennsylvania	7,483	31.8	19	41.8	34	10.0
Rhode Island	182	27.6	14	39.8	31	12.2
South Carolina						
South Dakota	817	39.2	30	42.4	35	3.2
Tennessee						
Texas	8,460	33.5	21	41.1	33	7.6
Utah	552	30.6	17	35.4	24	4.8
Vermont						
Virginia	3,248	37.8	28	46.2	42	8.4
Washington	1,025	30.7	18	37.5	27	6.8
West Virginia	1,556	39.6	31	45.9	42	6.3
Wisconsin	1,129	36.4	25	45.1	40	8.7
Wyoming	56	37.2	27	46.1	42	8.9
Bureau of Indian Affairs	629	28.1	14	31.6	19	3.5
Total (Weighted)	135,413	35.7	24	42.7	36	7.0
Number of States Reporting	46					

Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	5,506	36.3	25	35.7	24	-0.6
Alaska	204	28.5	15	31.1	18	2.6
Arizona	2,075	34.5	23	33.3	21	-1.2
Arkansas	3,094	36.5	26	40.1	32	3.6
California	41,419	38.7	29	40.2	32	1.5
Colorado	450	28.2	15	33.2	21	5.0
Connecticut	1,277	30.4	17	43.9	38	13.5
Delaware	385	32.0	19	38.0	28	6.0
District of Columbia	796	48.4	47	49.0	48	0.6
Florida	6,374	32.4	20	35.4	24	3.0
Georgia	10,072	34.5	23	38.1	28	3.6
Hawaii						
Idaho	793	32.5	20	37.4	27	4.9
Illinois	3,883	34.1	22	31.3	18	-2.8
Indiana	2,577	38.1	28	47.2	44	9.1
Iowa	325	39.0	30	41.1	33	2.1
Kansas	1,192	36.3	25	39.6	31	3.3
Kentucky	1,983	40.6	32	36.7	26	-3.9
Louisiana	5,369	31.1	18	39.0	30	7.9
Maine	680	39.3	30	43.3	37	4.0
Maryland	4,649	35.2	24	39.9	31	4.7
Massachusetts	1,900	39.1	30	44.5	39	5.4
Michigan	5,852	33.8	22	38.0	28	4.2
Minnesota						
Mississippi	8,764	34.1	22	39.1	30	5.0
Missouri	3,377	29.2	16	34.2	22	5.0
Montana	44	22.3	9	31.6	19	9.3
Nebraska	1,134	35.4	24	44.1	39	8.7
Nevada						
New Hampshire	252	29.8	16	46.7	43	16.9
New Jersey	8,085	37.9	28	53.7	57	15.8
New Mexico	205	30.1	17	39.4	30	9.3
New York	9,608	34.6	23	42.2	35	7.6
North Carolina	1,500	27.3	14	44.4	39	17.1
North Dakota	251	35.9	25	39.5	30	3.6
Ohio	1,796	29.2	16	42.7	36	13.5
Oklahoma	2,034	31.0	18	36.3	25	5.3
Oregon	101	29.2	16	33.4	21	4.2
Pennsylvania	7,991	32.9	20	39.1	30	6.2
Rhode Island	290	31.1	18	41.6	34	10.5
South Carolina						
South Dakota	941	36.8	26	40.1	32	3.3
Tennessee						
Texas	11,279	33.6	21	38.0	28	4.4
Utah	601	29.0	15	35.7	24	6.7
Vermont						
Virginia	2,980	33.6	21	38.5	29	4.9
Washington	1,307	33.7	22	38.9	29	5.2
West Virginia	1,781	38.5	29	39.0	30	0.5
Wisconsin	1,834	35.3	24	38.4	29	3.1
Wyoming	109	32.8	20	37.9	28	5.1
Bureau of Indian Affairs	720	24.6	11	30.3	17	5.7
Total (Weighted)	168,039	35.3	24	39.8	31	4.5
Number of States Reporting	46					

Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	5,910	35.2	24	41.6	34	6.4
Alaska	236	28.8	15	31.5	19	2.7
Arizona	2,584	29.8	16	33.7	22	3.9
Arkansas	3,146	35.1	24	42.7	36	7.6
California	40,509	37.2	27	40.8	33	3.6
Colorado	444	28.2	15	33.8	22	5.6
Connecticut	1,375	36.4	25	44.7	40	8.3
Delaware	488	31.0	18	38.0	28	7.0
District of Columbia	783	53.6	56	49.3	48	-4.3
Florida	7,497	31.7	19	35.7	24	4.0
Georgia	10,218	34.9	23	38.9	29	4.0
Hawaii						
Idaho	1,054	30.8	18	38.6	29	7.8
Illinois	4,815	33.2	21	34.3	22	1.1
Indiana	3,717	39.1	30	43.9	38	4.8
Iowa	331	39.7	31	44.9	40	5.2
Kansas	1,468	33.4	21	40.8	33	7.4
Kentucky	2,507	34.4	23	42.1	35	7.7
Louisiana	3,942	33.9	22	40.0	31	6.1
Maine	713	36.7	26	41.7	34	5.0
Maryland	3,657	36.0	25	40.5	32	4.5
Massachusetts	2,011	38.1	28	44.7	40	6.6
Michigan	5,700	32.1	19	38.1	28	6.0
Minnesota						
Mississippi	10,074	35.1	24	40.5	32	5.4
Missouri	3,550	19.8	7	30.7	18	10.9
Montana	48	26.7	13	35.3	24	8.6
Nebraska	1,143	36.2	25	43.7	38	7.5
Nevada						
New Hampshire	218	33.4	21	42.1	35	8.7
New Jersey	7,535	39.4	30	47.3	44	7.9
New Mexico	384	28.7	15	38.1	28	9.4
New York	8,916	34.6	23	41.7	34	7.1
North Carolina	2,923	33.5	21	41.6	34	8.1
North Dakota	269	35.1	24	41.7	34	6.6
Ohio	2,939	28.2	15	39.1	30	10.9
Oklahoma	2,435	32.5	20	40.6	32	8.1
Oregon	499	37.8	28	38.5	29	0.7
Pennsylvania	8,415	35.0	23	40.8	33	5.8
Rhode Island	327	31.1	18	41.5	34	10.4
South Carolina						
South Dakota	946	35.3	24	39.9	31	4.6
Tennessee						
Texas	12,498	32.8	20	38.3	29	5.5
Utah	788	32.4	20	37.1	27	4.7
Vermont						
Virginia	3,167	33.6	21	41.7	34	8.1
Washington	1,180	33.2	21	37.6	27	4.4
West Virginia	2,388	34.5	23	41.5	34	7.0
Wisconsin	2,748	31.8	19	37.6	27	5.8
Wyoming	138	33.9	22	36.6	26	2.7
Bureau of Indian Affairs	606	26.0	12	27.7	14	1.7
Total (Weighted)	176,118	34.7	23	40.1	32	5.4
Number of States Reporting	46					

Table D.2 (contd.)

1989–90 Chapter 1
Annual Math
Basic Skills Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	6,501	36.7	26	40.8	33	4.1
Alaska	201	28.6	15	31.6	19	3.0
Arizona	2,495	31.2	18	35.3	24	4.1
Arkansas	2,999	36.9	26	40.2	32	3.3
California	39,572	37.5	27	40.3	32	2.8
Colorado	452	28.2	15	32.3	20	4.1
Connecticut	952	38.2	28	42.9	36	4.7
Delaware	324	32.0	19	36.0	25	4.0
District of Columbia	773	48.7	47	48.0	46	-0.7
Florida	4,365	32.4	20	36.9	26	4.5
Georgia	10,889	34.8	23	37.3	27	2.5
Hawaii						
Idaho	919	31.4	18	35.8	25	4.4
Illinois	4,483	34.5	23	33.7	22	-0.8
Indiana	4,239	38.3	29	42.6	36	4.3
Iowa	223	41.8	34	45.6	41	3.8
Kansas	1,062	33.6	21	40.5	32	6.9
Kentucky	2,311	37.3	27	38.4	29	1.1
Louisiana	3,871	33.7	22	39.7	31	6.0
Maine	725	36.5	26	38.3	29	1.8
Maryland	2,357	37.2	27	41.9	35	4.7
Massachusetts	1,665	38.6	29	41.5	34	2.9
Michigan	4,956	32.6	20	36.8	26	4.2
Minnesota						
Mississippi	10,510	34.2	22	39.3	30	5.1
Missouri	2,179	22.5	9	31.5	19	9.0
Montana	36	23.5	10	30.4	17	6.9
Nebraska	923	36.8	26	43.8	38	7.0
Nevada						
New Hampshire	213	33.7	22	41.0	33	7.3
New Jersey	7,919	38.6	29	47.2	44	8.6
New Mexico	278	32.1	19	41.5	34	9.4
New York	7,875	36.6	26	39.2	30	2.6
North Carolina	2,880	34.4	23	39.0	30	4.6
North Dakota	274	36.2	25	40.6	32	4.4
Ohio	2,653	31.1	18	39.0	30	7.9
Oklahoma	1,927	31.8	19	36.2	25	4.4
Oregon	530	34.9	23	37.6	27	2.7
Pennsylvania	6,825	33.4	21	38.5	29	5.1
Rhode Island	271	34.8	23	39.2	30	4.4
South Carolina						
South Dakota	841	35.5	24	37.7	28	2.2
Tennessee						
Texas	12,304	32.7	20	37.3	27	4.6
Utah	570	27.9	14	32.3	20	4.4
Vermont						
Virginia	2,750	36.4	25	41.4	34	5.0
Washington	1,016	33.7	22	36.4	25	2.7
West Virginia	1,983	36.6	26	41.5	34	4.9
Wisconsin	1,340	32.6	20	37.4	27	4.8
Wyoming	149	33.4	21	39.0	30	5.6
Bureau of Indian Affairs	575	26.8	13	27.9	14	1.1
Total (Weighted)	163,155	35.3	24	39.3	30	4.0
Number of States Reporting	46					

Table D.2 (contd.)

1989–90 Chapter 1
Annual Math
Basic Skills Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	4,833	36.8	26	39.3	30	2.5
Alaska	176	29.2	16	34.4	23	5.2
Arizona	1,864	32.4	20	36.0	25	3.6
Arkansas	2,760	36.0	25	42.9	36	6.9
California	35,460	37.8	28	40.7	33	2.9
Colorado	343	28.1	14	31.2	18	3.1
Connecticut	1,056	37.7	28	42.1	35	4.4
Delaware	90	31.0	18	37.0	26	6.0
District of Columbia	845	50.7	51	52.3	54	1.6
Florida	1,841	30.4	17	33.2	21	2.8
Georgia	9,087	33.0	21	35.4	24	2.4
Hawaii						
Idaho	785	29.6	16	34.0	22	4.4
Illinois	3,844	36.9	26	35.8	25	-1.1
Indiana	3,261	36.3	25	44.5	39	8.2
Iowa	129	41.4	34	45.9	42	4.5
Kansas	889	34.4	23	38.5	29	4.1
Kentucky	1,905	36.4	25	39.9	31	3.5
Louisiana	2,053	34.9	23	42.4	35	7.5
Maine	627	34.9	23	38.5	29	3.6
Maryland	189	32.5	20	41.2	33	8.7
Massachusetts	1,468	37.8	28	43.0	37	5.2
Michigan	3,546	31.8	19	35.8	25	4.0
Minnesota						
Mississippi	9,839	34.7	23	40.1	32	5.4
Missouri	1,529	26.7	13	31.0	18	4.3
Montana	26	26.7	13	30.9	18	4.2
Nebraska	680	36.8	26	43.5	37	6.7
Nevada						
New Hampshire	175	33.7	22	44.1	39	10.4
New Jersey	8,063	39.8	31	50.6	51	10.8
New Mexico	311	32.2	19	36.5	26	4.3
New York	7,734	35.4	24	39.8	31	4.4
North Carolina	3,139	34.1	22	39.6	31	5.5
North Dakota	239	36.6	26	41.2	33	4.6
Ohio	1,921	30.0	17	40.7	33	10.7
Oklahoma	2,156	30.6	17	36.2	25	5.6
Oregon	442	32.7	20	35.7	24	3.0
Pennsylvania	4,849	32.7	20	37.9	28	5.2
Rhode Island	234	34.6	23	42.6	36	8.0
South Carolina						
South Dakota	693	35.9	25	40.0	31	4.1
Tennessee						
Texas	7,152	32.5	20	34.9	23	2.4
Utah	411	30.2	17	32.3	20	2.1
Vermont						
Virginia	1,552	33.4	21	39.4	30	6.0
Washington	488	34.7	23	39.9	31	5.2
West Virginia	1,546	38.5	29	39.6	31	1.1
Wisconsin	934	32.8	20	36.3	25	3.5
Wyoming	151	33.0	21	40.7	33	7.7
Bureau of Indian Affairs	452	26.5	13	29.8	16	3.3
Total (Weighted)	131,767	35.5	24	39.8	31	4.3
Number of States Reporting	46					

Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,074	36.4	25	38.7	29	2.3
Alaska	78	27.6	14	31.4	18	3.8
Arizona	1,377	30.8	18	33.4	21	2.6
Arkansas	1,325	39.0	30	40.3	32	1.3
California	18,369	36.8	26	38.5	29	1.7
Colorado	278	29.5	16	33.4	21	3.9
Connecticut	821	38.5	29	40.7	33	2.2
Delaware	50	27.0	13	31.0	18	4.0
District of Columbia	192	50.6	51	49.6	49	-1.0
Florida	1,284	27.7	14	33.2	21	5.5
Georgia	7,340	31.7	19	36.5	26	4.8
Hawaii						
Idaho	536	29.3	16	32.6	20	3.3
Illinois	2,990	35.2	24	37.6	27	2.4
Indiana	1,747	38.6	29	39.0	30	0.4
Iowa	36	43.0	37	41.7	34	-1.3
Kansas	750	34.8	23	40.8	33	6.0
Kentucky	1,462*	37.3	27	38.3	29	1.0
Louisiana	290	35.8	25	42.3	35	6.5
Maine	467	34.7	23	37.6	27	2.9
Maryland	13	36.9	26	50.0	50	13.1
Massachusetts	1,095	38.3	29	39.6	31	1.3
Michigan	2,438	32.0	19	34.2	22	2.2
Minnesota						
Mississippi	6,807	34.9	23	38.4	29	3.5
Missouri	493	20.8	8	28.6	15	7.8
Montana	28	33.4	21	37.1	27	3.7
Nebraska	213	37.4	27	41.4	34	4.0
Nevada						
New Hampshire	183	31.7	19	41.0	33	9.3
New Jersey	6,593	41.5	34	45.5	41	4.0
New Mexico	181	31.4	18	35.5	24	4.1
New York	5,925	35.5	24	36.8	26	1.3
North Carolina	2,694	34.3	22	39.1	30	4.8
North Dakota	165	36.2	25	42.2	35	6.0
Ohio	316	29.8	16	40.5	32	10.7
Oklahoma	1,583	30.5	17	35.0	23	4.5
Oregon	307	29.9	17	32.9	20	3.0
Pennsylvania	3,668	31.1	18	35.9	25	4.8
Rhode Island	101	25.7	12	27.6	14	1.9
South Carolina						
South Dakota	408	35.2	24	37.5	27	2.3
Tennessee						
Texas	4,271	31.6	19	34.5	23	2.9
Utah	528	28.4	15	32.3	20	3.9
Vermont						
Virginia	690	32.6	20	37.5	27	4.9
Washington	376	35.2	24	37.6	27	2.4
West Virginia	429	32.6	20	38.4	29	5.8
Wisconsin	713	32.7	20	37.6	27	4.9
Wyoming	51	38.9	29	43.7	38	4.8
Bureau of Indian Affairs	391	27.3	14	29.7	16	2.4
Total (Weighted)	82,126	34.9	23	37.9	28	3.0
Number of States Reporting	46					

Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,096	38.6	29	39.1	30	0.5
Alaska	59	26.7	13	28.5	15	1.8
Arizona	1,051	32.7	20	35.8	25	3.1
Arkansas	1,309	36.5	26	40.7	33	4.2
California	18,322	36.5	26	38.3	29	1.8
Colorado	192	29.5	16	33.2	21	3.7
Connecticut	781	37.3	27	38.9	29	1.6
Delaware	34	31.0	18	31.0	18	0.0
District of Columbia	230	44.6	39	40.8	33	-3.8
Florida	163	31.4	18	34.8	23	3.4
Georgia	6,258	31.9	19	34.6	23	2.7
Hawaii						
Idaho	396	31.8	19	34.8	23	3.0
Illinois	2,361	34.0	22	36.1	25	2.1
Indiana	1,621	37.6	27	39.4	30	1.8
Iowa	58	44.9	40	45.1	40	0.2
Kansas	508	35.8	25	39.9	31	4.1
Kentucky	1,439	37.7	28	39.2	30	1.5
Louisiana	213	35.9	25	42.6	36	6.7
Maine	387	34.5	23	37.4	27	2.9
Maryland	8	37.8	28	41.5	34	3.7
Massachusetts	905	36.9	26	37.9	28	1.0
Michigan	2,191	32.1	19	33.9	22	1.8
Minnesota						
Mississippi	5,755	35.7	24	38.3	29	2.6
Missouri	345	26.9	13	30.3	17	3.4
Montana	24	31.6	19	36.1	25	4.5
Nebraska	206	36.8	26	42.7	36	5.9
Nevada						
New Hampshire	162	35.0	23	42.5	36	7.5
New Jersey	7,562	40.5	32	45.4	41	4.9
New Mexico	154	33.6	21	39.8	31	6.2
New York	5,715	34.0	22	35.7	24	1.7
North Carolina	2,349	34.7	23	37.6	27	2.9
North Dakota	64	37.6	27	40.7	33	3.1
Ohio	180	35.4	24	41.0	33	5.6
Oklahoma	1,410	30.9	18	34.3	22	3.4
Oregon	249	26.9	13	29.8	16	2.9
Pennsylvania	3,118	30.3	17	33.6	21	3.3
Rhode Island	137	21.6	8	24.2	11	2.6
South Carolina						
South Dakota	263	37.1	27	38.0	28	0.9
Tennessee						
Texas	3,629	32.3	20	33.0	21	0.7
Utah	389	26.9	13	31.2	18	4.3
Vermont						
Virginia	182	31.7	19	35.9	25	4.2
Washington	368	35.4	24	38.9	29	3.5
West Virginia	280	27.0	13	36.0	25	9.0
Wisconsin	644	30.3	17	33.7	22	3.4
Wyoming	47	38.5	29	35.9	25	-2.6
Bureau of Indian Affairs	359	29.1	16	29.2	16	0.1
Total (Weighted)	74,153	35.1	24	37.6	27	2.5
Number of States Reporting	46					

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Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	344	42.6	36	40.9	33	-1.7
Alaska	20	32.5	20	35.7	24	3.2
Arizona	764	29.1	16	33.0	21	3.9
Arkansas	403	39.3	30	41.4	34	2.1
California	11,144	31.9	19	35.4	24	3.5
Colorado	78	23.6	10	30.2	17	6.6
Connecticut	399	30.3	17	36.4	25	6.1
Delaware	57	31.0	18	33.0	21	2.0
District of Columbia	391	41.5	34	36.9	26	-4.6
Florida						
Georgia	1,334	27.8	14	34.1	22	6.3
Hawaii						
Idaho	71	25.7	12	31.2	18	5.5
Illinois	1,498	30.2	17	27.4	14	-2.8
Indiana	317	36.8	26	36.0	25	-0.8
Iowa	6	44.3	39	46.9	44	2.6
Kansas	242	38.8	29	37.4	27	-1.4
Kentucky	265	36.4	25	36.5	26	0.1
Louisiana	35	27.7	14	29.8	16	2.1
Maine	36	30.9	18	33.2	21	2.3
Maryland						
Massachusetts	303	26.2	12	34.7	23	8.5
Michigan	588	30.9	18	29.5	16	-1.4
Minnesota						
Mississippi	1,754	34.5	23	35.9	25	1.4
Missouri	27	27.4	14	28.3	15	0.9
Montana	10	12.0	3	6.0	1	-6.0
Nebraska	156	38.2	28	44.4	39	6.2
Nevada						
New Hampshire	48	28.4	15	36.0	25	7.6
New Jersey	4,431	41.6	34	46.2	42	4.6
New Mexico	19	43.6	38	53.7	57	10.1
New York	1,467	34.1	22	38.4	29	4.3
North Carolina	860	33.4	21	37.2	27	3.8
North Dakota	42	38.2	28	34.1	22	-4.1
Ohio	13	32.5	20	34.8	23	2.3
Oklahoma	137	29.4	16	38.1	28	8.7
Oregon	224	25.7	12	34.7	23	9.0
Pennsylvania	1,541	24.8	11	26.1	12	1.3
Rhode Island	118	46.7	43	58.0	64	11.3
South Carolina						
South Dakota	58	35.8	25	37.0	26	1.2
Tennessee						
Texas	2,616	31.3	18	34.4	23	3.1
Utah	65	29.2	16	31.5	19	2.3
Vermont						
Virginia						
Washington	121	32.4	20	37.0	26	4.6
West Virginia	17	22.2	9	22.5	9	0.3
Wisconsin	416	30.5	17	32.5	20	2.0
Wyoming	27	39.1	30	46.2	42	7.1
Bureau of Indian Affairs	213	30.3	17	31.7	19	1.4
Total (Weighted)	32,675	33.1	21	36.2	25	3.1
Number of States Reporting	43					

Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	177	37.6	27	35.9	25	-1.7
Alaska	21	21.7	8	22.4	9	0.7
Arizona	374	30.1	17	31.2	18	1.1
Arkansas	147	35.5	24	36.5	26	1.0
California	7,977	33.4	21	36.4	25	3.0
Colorado	36	26.6	13	28.6	15	2.0
Connecticut	201	30.3	17	34.8	23	4.5
Delaware	8	27.0	13	33.0	21	6.0
District of Columbia						
Florida						
Georgia	236	29.1	16	32.0	19	2.9
Hawaii						
Idaho	50	30.6	17	36.8	26	6.2
Illinois	395	29.7	16	25.8	12	-3.9
Indiana	60	36.4	25	36.0	25	-0.4
Iowa	1	48.4	47	48.4	47	0.0
Kansas	171	35.3	24	33.5	21	-1.8
Kentucky	85	35.6	24	36.8	26	1.2
Louisiana						
Maine	17	25.8	12	32.1	19	6.3
Maryland						
Massachusetts	147	29.0	15	34.2	22	5.2
Michigan	160	30.5	17	34.4	23	3.9
Minnesota						
Mississippi	939	31.8	19	31.8	19	0.0
Missouri	1	28.9	15	29.0	15	0.1
Montana	9	17.7	6	20.6	8	2.9
Nebraska	131	41.4	34	48.0	46	6.6
Nevada						
New Hampshire	77	16.5	5	44.3	39	27.8
New Jersey	1,665	38.1	28	42.8	36	4.7
New Mexico	94	33.1	21	47.4	45	14.3
New York	366	35.4	24	39.0	30	3.6
North Carolina	136	37.6	27	38.1	28	0.5
North Dakota	7	19.4	7	21.8	9	2.4
Ohio	23	34.0	22	37.9	28	3.9
Oklahoma	64	33.5	21	32.7	20	-0.8
Oregon	29	26.9	13	26.2	12	-0.7
Pennsylvania	624	23.0	10	27.4	14	4.4
Rhode Island						
South Carolina						
South Dakota	16	33.7	22	38.1	28	4.4
Tennessee						
Texas	1,021	30.3	17	32.0	19	1.7
Utah	39	19.7	7	31.7	19	12.0
Vermont						
Virginia						
Washington	41	28.3	15	32.0	19	3.7
West Virginia	3	27.0	13	34.0	22	7.0
Wisconsin	135	31.3	18	35.4	24	4.1
Wyoming	13	35.5	24	43.2	37	7.7
Bureau of Indian Affairs	180	27.9	14	30.2	17	2.3
Total (Weighted)	15,876	32.8	20	35.7	24	2.9
Number of States Reporting	40					

Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	271	42.4	35	38.4	29	-4.0
Alaska	12	34.6	23	45.0	40	10.4
Arizona	228	24.5	11	26.8	13	2.3
Arkansas	67	38.7	29	38.1	28	-0.6
California	4,532	35.1	24	37.3	27	2.2
Colorado	15	27.4	14	24.6	11	-2.8
Connecticut	31	27.9	14	31.3	18	3.4
Delaware	9	24.0	10	33.0	21	9.0
District of Columbia						
Florida						
Georgia	93	28.0	14	34.2	22	6.2
Hawaii						
Idaho	16	30.3	17	33.1	21	2.8
Illinois	77	34.5	23	23.7	10	-10.8
Indiana	13	31.4	18	31.6	19	0.2
Iowa	1	37.1	27	36.5	26	-0.6
Kansas	83	38.0	28	39.3	30	1.3
Kentucky	19	31.7	19	31.1	18	-0.6
Louisiana						
Maine	10	36.0	25	39.0	30	3.0
Maryland						
Massachusetts	69	30.8	18	36.1	25	5.3
Michigan	69	32.5	20	33.2	21	0.7
Minnesota						
Mississippi	518	24.3	11	25.8	12	1.5
Missouri						
Montana	3	23.0	10	20.0	7	-3.0
Nebraska	110	41.9	35	47.3	44	5.4
Nevada						
New Hampshire	6	32.0	19	42.2	35	10.2
New Jersey	1,063	35.1	24	39.8	31	4.7
New Mexico	13	27.5	14	36.0	25	8.5
New York	106	35.6	24	36.4	25	0.8
North Carolina	21	34.6	23	40.9	33	6.3
North Dakota	10	21.3	8	22.0	9	0.7
Ohio	12	47.2	44	57.7	64	10.5
Oklahoma	26	46.3	43	45.2	41	-1.1
Oregon	9	23.8	10	24.1	10	0.3
Pennsylvania	252	23.4	10	24.8	11	1.4
Rhode Island						
South Carolina						
South Dakota	6	40.1	32	47.1	44	7.0
Tennessee						
Texas	1,047	32.0	19	34.4	23	2.4
Utah	15	17.4	6	10.5	3	-6.9
Vermont						
Virginia						
Washington	19	24.1	10	27.5	14	3.4
West Virginia	3	25.0	11	34.3	22	9.3
Wisconsin	51	31.1	18	37.9	28	6.8
Wyoming	1	35.0	23	72.0	85	37.0
Bureau of Indian Affairs	126	27.5	14	29.9	17	2.4
Total (Weighted)	9,032	33.5	21	35.8	25	2.3
Number of States Reporting	39					

Table D.2 (contd.)

1989-90 Chapter 1
Annual Math
Basic Skills Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	27	33.7	22	32.9	20	-0.8
Alaska	3	36.0	25	43.7	38	7.7
Arizona	182	27.1	13	29.2	16	2.1
Arkansas	32	34.8	23	43.3	37	8.5
California	1,957	37.5	27	39.3	30	1.8
Colorado	7	31.8	19	27.6	14	-4.2
Connecticut	12	27.9	14	32.3	20	4.4
Delaware	10	31.0	18	33.0	21	2.0
District of Columbia						
Florida						
Georgia	8	19.2	7	22.7	9	3.5
Hawaii						
Idaho	3	48.3	46	47.0	44	-1.3
Illinois	93	28.9	15	26.5	13	-2.4
Indiana	1	45.0	40	39.0	30	-6.0
Iowa						
Kansas	2	21.0	8	32.0	19	11.0
Kentucky	4	31.2	18	30.5	17	-0.7
Louisiana						
Maine	10	39.0	30	45.0	40	6.0
Maryland						
Massachusetts	29	29.2	16	30.4	17	1.2
Michigan	46	28.8	15	31.7	19	2.9
Minnesota						
Mississippi	94	20.5	8	22.0	9	1.5
Missouri						
Montana						
Nebraska	71	45.6	41	48.0	46	2.4
Nevada						
New Hampshire	1	36.0	25	36.0	25	0.0
New Jersey	341	36.0	25	42.4	35	6.4
New Mexico	5	37.8	28	38.4	29	0.6
New York	34	31.7	19	37.1	27	5.4
North Carolina	10	28.0	14	33.2	21	5.2
North Dakota	1	29.0	15	28.0	14	-1.0
Ohio	5	30.0	17	54.2	58	24.2
Oklahoma	25	27.0	13	32.3	20	5.3
Oregon	8	25.6	12	31.3	18	5.7
Pennsylvania	134	18.9	7	20.0	7	1.1
Rhode Island	1	23.0	10	26.0	12	3.0
South Carolina						
South Dakota	1	55.9	61	56.4	62	0.5
Tennessee						
Texas	367	36.9	26	41.6	34	4.7
Utah	2	28.5	15	14.5	4	-14.0
Vermont						
Virginia	3	38.4	29	40.1	32	1.7
Washington	7	5.0	1	6.0	1	1.0
West Virginia	12	43.3	37	47.3	44	4.0
Wisconsin	21	28.1	14	33.7	22	5.6
Wyoming						
Bureau of Indian Affairs	75	26.0	12	30.9	18	4.9
Total (Weighted)	3,644	34.7	23	37.4	27	2.7
Number of States Reporting	38					

Table D.3

Basic Skills Other Language Arts Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State — 1989–90

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	13	37.1	27	30.5	17	-6.6
Arizona	1,035	28.4	15	30.4	17	2.0
Arkansas	1,004	34.3	22	40.1	32	5.8
California						
Colorado	547	25.5	12	32.0	19	6.5
Connecticut	329	34.1	22	43.0	37	8.9
Delaware						
District of Columbia						
Florida	470	33.6	21	35.9	25	2.3
Georgia						
Hawaii						
Idaho	100	41.4	34	36.0	25	-5.4
Illinois	2,435	37.1	27	25.5	12	-11.6
Indiana	95	35.4	24	49.1	48	13.7
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland	42	28.3	15	37.8	28	9.5
Massachusetts	451	36.4	25	44.9	40	8.5
Michigan						
Minnesota						
Mississippi	35	41.6	34	46.4	43	4.8
Missouri	765	26.9	13	36.1	25	9.2
Montana	60	33.5	21	40.6	32	7.1
Nebraska	16	41.2	33	52.9	55	11.7
Nevada						
New Hampshire	85	37.5	27	44.2	39	6.7
New Jersey	5,719	31.0	18	43.4	37	12.4
New Mexico	1,158	25.2	11	28.1	14	2.9
New York						
North Carolina	42	24.4	11	50.2	50	25.8
North Dakota	9	35.8	25	48.8	47	13.0
Ohio						
Oklahoma	803	32.8	20	38.5	29	5.7
Oregon	28	21.9	9	33.5	21	11.6
Pennsylvania						
Rhode Island	64	37.1	27	41.3	34	4.2
South Carolina						
South Dakota						
Tennessee						
Texas	737	34.2	22	36.5	26	2.3
Utah						
Vermont						
Virginia	118	22.3	9	42.2	35	19.9
Washington	468	27.8	14	27.4	14	-0.4
West Virginia						
Wisconsin	292	38.2	28	43.9	38	5.7
Wyoming	14	32.2	19	38.8	29	6.6
Bureau of Indian Affairs	424	28.5	15	26.2	12	-2.3
Total (Weighted)	17,358	31.7	19	36.6	26	4.9
Number of States Reporting	29					

Table D.3 (contd.)

1989-90 Chapter 1
Annual OLA
Basic Skills Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	34	22.7	9	28.3	15	5.6
Arizona	1,440	29.5	16	30.8	18	1.3
Arkansas	1,045	35.2	24	37.6	27	2.4
California						
Colorado	417	27.5	14	32.4	20	4.9
Connecticut	336	32.6	20	39.5	30	6.9
Delaware						
District of Columbia						
Florida	1,065	31.6	19	35.3	24	3.7
Georgia						
Hawaii						
Idaho	117	32.6	20	30.5	17	-2.1
Illinois	2,342	26.9	13	25.5	12	-1.4
Indiana	94	35.1	24	47.1	44	12.0
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland	380	35.3	24	40.0	31	4.7
Massachusetts	525	40.2	32	46.3	43	6.1
Michigan						
Minnesota						
Mississippi	1,421	36.1	25	39.5	30	3.4
Missouri	804	27.6	14	34.1	22	6.5
Montana	94	32.0	19	39.3	30	7.3
Nebraska	20	39.0	30	40.6	32	1.6
Nevada						
New Hampshire	75	37.9	28	45.8	42	7.9
New Jersey	6,061	30.8	18	43.7	38	12.9
New Mexico	1,077	26.2	12	31.2	18	5.0
New York						
North Carolina	223	28.5	15	45.7	41	17.2
North Dakota	43	36.6	26	42.9	36	6.3
Ohio						
Oklahoma	914	32.4	20	38.0	28	5.6
Oregon	40	32.2	19	40.2	32	8.0
Pennsylvania						
Rhode Island	22	33.1	21	39.9	31	6.8
South Carolina						
South Dakota						
Tennessee						
Texas	1134	33.9	22	39.2	30	5.3
Utah	30	34.2	22	42.4	35	8.2
Vermont						
Virginia	102	29.3	16	42.5	36	13.2
Washington	325	33.1	21	37.5	27	4.4
West Virginia						
Wisconsin	274	38.2	28	42.3	35	4.1
Wyoming	6	29.9	17	39.4	30	9.5
Bureau of Indian Affairs	627	21.2	8	25.2	11	4.0
Total (Weighted)	21,087	30.9	18	37.2	27	6.3
Number of States Reporting	30					

Table D.3 (contd.)

1989-90 Chapter 1
Annual OLA
Basic Skills Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	49	29.4	16	33.6	21	4.2
Arizona	1,266	30.7	18	33.0	21	2.3
Arkansas	939	32.3	20	35.8	25	3.5
California						
Colorado	361	30.7	18	34.1	22	3.4
Connecticut	531	35.9	25	44.4	39	8.5
Delaware						
District of Columbia						
Florida	3,250	34.4	23	33.5	21	-0.9
Georgia						
Hawaii						
Idaho	126	30.5	17	32.2	19	1.7
Illinois	2,602	25.4	12	28.0	14	2.6
Indiana	131	34.0	22	39.6	31	5.6
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland	312	35.1	24	37.1	27	2.0
Massachusetts	462	42.0	35	49.0	48	7.0
Michigan						
Minnesota						
Mississippi	2,071	38.3	29	37.9	28	-0.4
Missouri	679	26.6	13	30.8	18	4.2
Montana	99	34.8	23	36.5	26	1.7
Nebraska	17	37.1	27	40.2	32	3.1
Nevada						
New Hampshire	33	39.8	31	44.7	40	4.9
New Jersey	4,052	32.2	19	39.8	31	7.6
New Mexico	1,171	28.0	14	31.6	19	3.6
New York						
North Carolina	981	35.1	24	37.5	27	2.4
North Dakota	39	33.9	22	38.6	29	4.7
Ohio						
Oklahoma	890	33.4	21	39.0	30	5.6
Oregon	59	29.1	16	33.2	21	4.1
Pennsylvania						
Rhode Island	30	36.8	26	44.8	40	8.0
South Carolina						
South Dakota						
Tennessee						
Texas	1258	34.5	23	37.1	27	2.6
Utah	2	50.5	51	34.0	22	-16.5
Vermont						
Virginia	105	30.7	18	35.4	24	4.7
Washington	240	33.7	22	38.5	29	4.8
West Virginia						
Wisconsin	233	38.3	29	42.3	35	4.0
Wyoming	19	31.6	19	31.3	18	-0.3
Bureau of Indian Affairs	502	24.5	11	26.9	13	2.4
Total (Weighted)	22,509	32.4	20	35.6	24	3.2
Number of States Reporting	30					

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Table D.3 (contd.)

1989-90 Chapter 1
Annual OLA
Basic Skills		Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	17	26.1	12	27.7	14	1.6
Arizona	1,044	30.0	17	36.0	25	6.0
Arkansas	733	32.8	20	33.9	22	1.1
California						
Colorado	249	28.3	15	32.2	19	3.9
Connecticut	462	38.5	29	41.7	34	3.2
Delaware						
District of Columbia						
Florida	2,026	33.2	21	33.9	22	0.7
Georgia						
Hawaii						
Idaho	95	29.0	15	33.8	22	4.8
Illinois	2,375	23.8	10	28.2	15	4.4
Indiana	157	34.7	23	38.5	29	3.8
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland	261	38.2	28	42.5	36	4.3
Massachusetts	365	44.7	40	44.9	40	0.2
Michigan						
Minnesota						
Mississippi	2,875	35.9	25	38.9	29	3.0
Missouri	414	23.4	10	30.7	18	7.3
Montana	125	31.1	18	37.3	27	6.2
Nebraska	23	41.3	34	45.8	42	4.5
Nevada						
New Hampshire	33	40.8	33	44.9	40	4.1
New Jersey	4,241	31.8	19	38.0	28	6.2
New Mexico	911	28.6	15	31.5	19	2.9
New York						
North Carolina	1,189	34.6	23	35.4	24	0.8
North Dakota	42	37.8	28	39.0	30	1.2
Ohio						
Oklahoma	812	31.1	18	37.1	27	6.0
Oregon	44	36.2	25	36.2	25	0.0
Pennsylvania						
Rhode Island	22	34.7	23	37.7	28	3.0
South Carolina						
South Dakota						
Tennessee						
Texas	1263	32.4	20	34.6	23	2.2
Utah						
Vermont						
Virginia	65	30.3	17	34.4	23	4.1
Washington	239	34.6	23	38.2	28	3.6
West Virginia						
Wisconsin	160	38.0	28	42.1	35	4.1
Wyoming	11	32.9	20	37.6	27	4.7
Bureau of Indian Affairs	486	23.4	10	28.6	15	5.2
Total (Weighted)	20,739	31.7	19	35.5	24	3.8
Number of States Reporting	29					

Table D.3 (contd.)

1989-90 Chapter 1
Annual OLA
Basic Skills Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	28	31.4	18	33.4	21	2.0
Arizona	328	31.7	19	31.9	19	0.2
Arkansas	885	31.8	19	36.5	26	4.7
California						
Colorado	201	28.3	15	31.7	19	3.4
Connecticut	297	37.6	27	42.8	36	5.2
Delaware						
District of Columbia						
Florida	512	31.6	19	33.8	22	2.2
Georgia						
Hawaii						
Idaho	54	25.8	12	26.2	12	0.4
Illinois	1,904	25.4	12	30.6	17	5.2
Indiana	118	32.9	20	39.5	30	6.6
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts	317	39.7	31	43.3	37	3.6
Michigan						
Minnesota						
Mississippi	2,860	36.2	25	40.3	32	4.1
Missouri	347	33.2	21	34.9	23	1.7
Montana	163	32.4	20	37.8	28	5.4
Nebraska	34	34.4	23	41.5	34	7.1
Nevada						
New Hampshire	25	43.6	38	49.0	48	5.4
New Jersey	4,582	33.0	21	41.5	34	8.5
New Mexico	767	26.4	13	29.5	16	3.1
New York						
North Carolina	1,601	33.6	21	36.5	26	2.9
North Dakota	33	40.1	32	43.3	37	3.2
Ohio						
Oklahoma	861	30.6	17	36.1	25	5.5
Oregon	58	29.1	16	31.3	18	2.2
Pennsylvania						
Rhode Island	31	35.0	23	38.9	29	3.9
South Carolina						
South Dakota						
Tennessee						
Texas	1058	32.8	20	36.0	25	3.2
Utah						
Vermont						
Virginia	37	25.1	11	31.5	19	6.4
Washington	146	37.8	28	42.2	35	4.4
West Virginia						
Wisconsin	482	35.9	25	34.6	23	-1.3
Wyoming	56	32.9	20	36.2	25	3.3
Bureau of Indian Affairs	400	26.0	12	30.1	17	4.1
Total (Weighted)	18,185	32.3	20	37.2	27	4.9
Number of States Reporting	28					

Table D.3 (contd.)

1989–90 Chapter 1
Annual OLA
Basic Skills Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	16	26.1	12	29.8	16	3.7
Arizona	573	29.0	15	35.6	24	6.6
Arkansas	927	38.0	28	39.3	30	1.3
California						
Colorado	190	31.2	18	34.9	23	3.7
Connecticut	335	35.9	25	38.5	29	2.6
Delaware						
District of Columbia						
Florida	33	28.7	15	28.4	15	-0.3
Georgia						
Hawaii						
Idaho	184	29.0	15	33.6	21	4.6
Illinois	1,360	28.1	14	36.3	25	8.2
Indiana	244	36.2	25	40.5	32	4.3
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts	133	43.8	38	48.0	46	4.2
Michigan						
Minnesota						
Mississippi	4,133	34.7	23	37.3	27	2.6
Missouri	103	25.2	11	31.2	18	6.0
Montana	145	31.3	18	38.4	29	7.1
Nebraska	35	37.7	28	39.7	31	2.0
Nevada						
New Hampshire	14	39.8	31	44.6	39	4.8
New Jersey	4,594	36.6	26	41.8	34	5.2
New Mexico	730	27.7	14	32.3	20	4.6
New York						
North Carolina	1,823	36.0	25	38.4	29	2.4
North Dakota	32	27.9	14	32.0	19	4.1
Ohio						
Oklahoma	813	30.8	18	37.3	27	6.5
Oregon	37	33.0	21	36.9	26	3.9
Pennsylvania						
Rhode Island	36	24.7	11	21.6	8	-3.1
South Carolina						
South Dakota	26	34.9	23	35.9	25	1.0
Tennessee						
Texas	850	33.0	21	33.5	21	0.5
Utah	26	34.0	22	43.2	37	9.2
Vermont						
Virginia	39	25.3	12	35.7	24	10.4
Washington	151	33.6	21	36.5	26	2.9
West Virginia						
Wisconsin	341	32.3	20	38.1	28	5.8
Wyoming	15	37.1	27	42.4	35	5.3
Bureau of Indian Affairs	347	27.6	14	31.0	18	3.4
Total (Weighted)	18,245	34.0	22	38.0	28	4.0
Number of States Reporting	30					

Table D.3 (contd.)

1989–90 Chapter 1
Annual OLA
Basic Skills Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	8	41.4	34	44.4	39	3.0
Arizona	629	30.5	17	35.7	24	5.2
Arkansas	892	35.5	24	40.4	32	4.9
California						
Colorado	127	28.8	15	35.4	24	6.6
Connecticut	314	33.7	22	35.1	24	1.4
Delaware						
District of Columbia						
Florida	29	28.0	14	31.0	18	3.0
Georgia						
Hawaii						
Idaho	123	30.3	17	32.5	20	2.2
Illinois	954	29.8	16	36.0	25	6.2
Indiana	270	38.9	29	41.2	33	2.3
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts	124	40.6	32	45.9	42	5.3
Michigan						
Minnesota						
Mississippi	3,641	35.2	24	38.2	28	3.0
Missouri	58	29.2	16	33.3	21	4.1
Montana	117	31.7	19	36.1	25	4.4
Nebraska	22	40.2	32	41.5	34	1.3
Nevada						
New Hampshire	18	40.9	33	43.3	37	2.4
New Jersey	5,093	35.6	24	38.9	29	3.3
New Mexico	688	28.6	15	31.3	18	2.7
New York						
North Carolina	1,620	35.9	25	36.4	25	0.5
North Dakota	11	29.0	15	35.6	24	6.6
Ohio						
Oklahoma	730	31.3	18	35.9	25	4.6
Oregon	47	27.4	14	32.5	20	5.1
Pennsylvania						
Rhode Island	26	21.4	8	27.0	13	5.6
South Carolina						
South Dakota	32	34.7	23	35.5	24	0.8
Tennessee						
Texas	752	31.7	19	33.4	21	1.7
Utah	70	34.7	23	39.9	31	5.2
Vermont						
Virginia						
Washington	224	34.0	22	37.7	28	3.7
West Virginia						
Wisconsin	393	35.0	23	38.7	29	3.7
Wyoming	14	33.9	22	35.4	24	1.5
Bureau of Indian Affairs	279	29.0	15	30.7	18	1.7
Total (Weighted)	17,305	34.1	22	37.4	27	3.3
Number of States Reporting	29					

Table D.3 (contd.)

1989-90 Chapter 1
Annual OLA
Basic Skills Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	9	36.1	25	39.1	30	3.0
Arizona	329	36.4	25	38.8	29	2.4
Arkansas	287	36.6	26	39.1	30	2.5
California						
Colorado	37	29.0	15	33.3	21	4.3
Connecticut	203	30.5	17	33.0	21	2.5
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	45	30.7	18	38.9	29	8.2
Illinois	1,373	29.0	15	30.4	17	1.4
Indiana	67	38.6	29	37.5	27	-1.1
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts	58	33.6	21	38.1	28	4.5
Michigan						
Minnesota						
Mississippi	1,737	33.2	21	37.8	28	4.6
Missouri	18	22.2	9	29.1	16	6.9
Montana	91	30.3	17	34.7	23	4.4
Nebraska	21	41.8	34	43.5	37	1.7
Nevada						
New Hampshire	17	32.2	19	33.8	22	1.6
New Jersey	3,305	37.5	27	43.6	38	6.1
New Mexico	287	30.0	17	35.6	24	5.6
New York						
North Carolina	272	36.6	26	36.2	25	-0.4
North Dakota	4	35.2	24	44.9	40	9.7
Ohio						
Oklahoma	229	29.1	16	38.7	29	9.6
Oregon	30	35.7	24	37.8	28	2.1
Pennsylvania						
Rhode Island	9	4.8	1	19.1	7	14.3
South Carolina						
South Dakota	38	30.4	17	32.5	20	2.1
Tennessee						
Texas	505	35.8	25	35.6	24	-0.2
Utah						
Vermont						
Virginia						
Washington	193	34.7	23	37.6	27	2.9
West Virginia						
Wisconsin	269	35.2	24	40.6	32	5.4
Wyoming	1	14.0	4	18.0	6	4.0
Bureau of Indian Affairs	229	29.0	15	32.2	19	3.2
Total (Weighted)	9,663	34.2	22	38.4	29	4.2
Number of States Reporting	27					

Table D.3 (contd.)

1989-90 Chapter 1
Annual OLA
Basic Skills Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	4	39.8	31	44.3	39	4.5
Arizona	281	36.0	25	34.9	23	-1.1
Arkansas	229	36.5	26	39.1	30	2.6
California						
Colorado	31	27.7	14	31.1	18	3.4
Connecticut	119	26.3	13	29.1	16	2.8
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	61	29.5	16	39.1	30	9.6
Illinois	367	31.4	18	29.4	16	-2.0
Indiana	51	37.5	27	39.9	31	2.4
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts	25	33.7	22	38.4	29	4.7
Michigan						
Minnesota						
Mississippi	1,052	35.1	24	37.3	27	2.2
Missouri	7	33.1	21	36.2	25	3.1
Montana	135	28.8	15	31.1	18	2.3
Nebraska	27	37.2	27	42.2	35	5.0
Nevada						
New Hampshire	11	30.8	18	46.1	42	15.3
New Jersey	1,105	32.9	20	36.4	25	3.5
New Mexico	259	28.7	15	31.0	18	2.3
New York						
North Carolina	99	37.6	27	39.3	30	1.7
North Dakota						
Ohio						
Oklahoma	241	28.0	14	30.6	17	2.6
Oregon	23	30.2	17	28.2	15	-2.0
Pennsylvania						
Rhode Island	10	5.6	1	14.5	4	8.9
South Carolina						
South Dakota	41	32.3	20	32.1	19	-0.2
Tennessee						
Texas	303	34.5	23	34.7	23	0.2
Utah						
Vermont						
Virginia						
Washington	176	33.0	21	34.3	22	1.3
West Virginia						
Wisconsin	267	37.3	27	41.4	34	4.1
Wyoming						
Bureau of Indian Affairs	248	25.9	12	27.5	14	1.6
Total (Weighted)	5,172	32.9	20	35.0	23	2.1
Number of States Reporting	25					

Table D.3 (contd.)

1989–90 Chapter 1
Annual OLA
Basic Skills Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	6	39.8	31	38.5	29	-1.3
Arizona	277	35.4	24	39.8	31	4.4
Arkansas	164	34.4	23	33.4	21	-1.0
California						
Colorado	29	27.1	13	26.8	13	-0.3
Connecticut	50	27.4	14	27.6	14	0.2
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	79	32.3	20	42.6	36	10.3
Illinois	49	31.8	19	26.5	13	-5.3
Indiana	37	37.1	27	37.8	28	0.7
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts	14	32.5	20	36.6	26	4.1
Michigan						
Minnesota						
Mississippi	507	31.8	19	35.2	24	3.4
Missouri	27	25.0	11	34.6	23	9.6
Montana	70	29.8	16	30.1	17	0.3
Nebraska	10	37.0	26	35.3	24	-1.7
Nevada						
New Hampshire	2	32.0	19	36.5	26	4.5
New Jersey	899	29.0	15	33.3	21	4.3
New Mexico	176	33.7	22	37.9	28	4.2
New York						
North Carolina	58	32.3	20	34.4	23	2.1
North Dakota						
Ohio						
Oklahoma	244	33.9	22	38.7	29	4.8
Oregon	22	31.8	19	35.5	24	3.7
Pennsylvania						
Rhode Island	9	4.0	1	16.8	5	12.8
South Carolina						
South Dakota	18	33.2	21	37.2	27	4.0
Tennessee						
Texas	311	33.5	21	38.4	29	4.9
Utah						
Vermont						
Virginia						
Washington	77	26.0	12	32.7	20	6.7
West Virginia						
Wisconsin	123	35.9	25	39.4	30	3.5
Wyoming						
Bureau of Indian Affairs	164	26.3	13	26.5	13	0.2
Total (Weighted)	3,422	31.5	19	35.1	24	3.6
Number of States Reporting	25					

Table D.3 (contd.)

1989-90 Chapter 1
Annual OLA
Basic Skills Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	2	45.0	40	50.0	50	5.0
Arizona	178	36.1	25	35.1	24	-1.0
Arkansas	76	34.8	23	36.4	25	1.6
California						
Colorado	14	25.8	12	21.7	8	-4.1
Connecticut	37	20.7	8	21.8	9	1.1
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	40	35.1	24	41.6	34	6.5
Illinois	46	29.2	16	28.7	15	-0.5
Indiana	23	31.7	19	31.2	18	-0.5
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts	10	29.7	16	35.6	24	5.9
Michigan						
Minnesota						
Mississippi	147	35.6	24	38.9	29	3.3
Missouri	14	37.9	28	40.8	33	2.9
Montana	56	32.3	20	35.8	25	3.5
Nebraska	9	37.6	27	39.4	30	1.8
Nevada						
New Hampshire						
New Jersey	327	28.4	15	34.1	22	5.7
New Mexico	44	32.8	20	32.7	20	-0.1
New York						
North Carolina						
North Dakota						
Ohio						
Oklahoma	141	25.3	12	29.8	16	4.5
Oregon	9	29.7	16	35.9	25	6.2
Pennsylvania						
Rhode Island	8	9.7	2	13.1	4	3.4
South Carolina						
South Dakota	5	24.4	11	21.0	8	-3.4
Tennessee						
Texas	257	36.3	25	37.6	27	1.3
Utah						
Vermont						
Virginia						
Washington	21	29.6	16	31.7	19	2.1
West Virginia						
Wisconsin	19	34.0	22	37.6	27	3.6
Wyoming						
Bureau of Indian Affairs	82	22.7	9	25.6	12	2.9
Total (Weighted)	1,565	31.4	18	34.1	22	2.7
Number of States Reporting	23					

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Table D.4
Advanced Skills Reading Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State — 1989–90

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	13,085	35.5	24	41.9	35	6.4
Alaska						
Arizona	3,954	22.1	9	30.3	17	8.2
Arkansas	5,599	37.4	27	38.4	29	1.0
California						
Colorado	2,373	26.4	13	33.0	21	6.6
Connecticut	1,247	30.6	17	40.2	32	9.6
Delaware						
District of Columbia						
Florida	1,435	33.3	21	35.6	24	2.3
Georgia						
Hawaii	171	34.7	23	34.9	23	0.2
Idaho	1,382	33.7	22	37.7	28	4.0
Illinois	1,635	39.2	30	39.0	30	-0.2
Indiana	9,520	38.2	28	44.0	38	5.8
Iowa						
Kansas	2,815	31.9	19	39.5	30	7.6
Kentucky	8,979	36.7	26	39.3	30	2.6
Louisiana	8,602	34.2	22	34.9	23	0.7
Maine	1,445	35.0	23	41.1	33	6.1
Maryland	6,636	35.5	24	38.9	29	3.4
Massachusetts	4,108	34.4	23	43.0	37	8.6
Michigan	12,409	32.5	20	37.3	27	4.8
Minnesota						
Mississippi	3,001	32.5	20	37.1	27	4.6
Missouri						
Montana	408	34.4	23	38.6	29	4.2
Nebraska	2,430	33.6	21	40.0	31	6.4
Nevada						
New Hampshire	1420	28.1	14	44.3	39	16.2
New Jersey	9,530	34.2	22	42.7	36	8.5
New Mexico	952	24.1	10	27.6	14	3.5
New York	1,375	34.3	22	45.3	41	11.0
North Carolina	4,196	28.9	15	36.1	25	7.2
North Dakota	606	37.6	27	42.5	36	4.9
Ohio	14,713	33.0	21	41.3	34	8.3
Oklahoma	4,997	34.8	23	39.9	31	5.1
Oregon	1,173	31.1	18	36.2	25	5.1
Pennsylvania						
Rhode Island	1,006	37.7	28	41.0	33	3.3
South Carolina						
South Dakota	1,228	38.3	29	39.9	31	1.6
Tennessee						
Texas	22,227	34.7	23	37.2	27	2.5
Utah	1,724	33.1	21	37.8	28	4.7
Vermont	1,059	29.0	15	38.1	28	9.1
Virginia	6,561	32.1	19	39.0	30	6.9
Washington						
West Virginia	3,184	37.4	27	39.8	31	2.4
Wisconsin	4,084	36.6	26	38.7	29	2.1
Wyoming	207	38.6	29	43.2	37	4.6
BIA	786	25.6	12	25.9	12	0.3
Total (Weighted)	172,262	33.8	22	38.8	29	5.0
Number of States Reporting	39					

Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	13,701	34.9	23	36.7	26	1.8
Alaska						
Arizona	4,591	27.9	14	30.2	17	2.3
Arkansas	5,198	33.6	21	34.8	23	1.2
California						
Colorado	2,226	27.1	13	33.1	21	6.0
Connecticut	1,241	31.1	18	35.8	25	4.7
Delaware						
District of Columbia	746	44.2	39	44.9	40	0.7
Florida	355	33.7	22	34.8	23	1.1
Georgia						
Hawaii	432	32.1	19	30.2	17	-1.9
Idaho	1,227	33.6	21	36.7	26	3.1
Illinois	1,754	36.2	25	38.1	28	1.9
Indiana	8,790	37.7	28	43.2	37	5.5
Iowa						
Kansas	3,069	32.2	19	38.1	28	5.9
Kentucky	9,477	35.1	24	35.5	24	0.4
Louisiana	8,551	31.6	19	34.7	23	3.1
Maine	1,425	37.8	28	42.7	36	4.9
Maryland	6,370	36.1	25	39.4	30'	3.3
Massachusetts	3,689	37.9	28	40.2	32	2.3
Michigan	11,255	32.7	20	37.7	28	5.0
Minnesota						
Mississippi	10,101	34.4	23	36.1	25	1.7
Missouri						
Montana	404	32.1	19	38.2	28	6.1
Nebraska	2,461	35.8	25	42.3	35	6.5
Nevada						
New Hampshire	974	32.5	20	45.2	41	12.7
New Jersey	8,362	34.1	22	42.4	35	8.3
New Mexico	823	25.0	11	30.6	17	5.6
New York	2,322	36.2	25	43.1	37	6.9
North Carolina	5,796	28.8	15	37.0	26	8.2
North Dakota	621	39.2	30	41.0	33	1.8
Ohio	11,587	33.6	21	40.9	33	7.3
Oklahoma	4,047	33.6	21	33.5	21	-0.1
Oregon	1,226	30.9	18	36.9	26	6.0
Pennsylvania						
Rhode Island	890	32.2	19	35.5	24	3.3
South Carolina						
South Dakota	1,209	35.4	24	38.4	29	3.0
Tennessee						
Texas	32,047	33.4	21	35.8	25	2.4
Utah	1,519	31.9	19	36.9	26	5.0
Vermont	928	31.1	18	39.2	30	8.1
Virginia	5,764	32.3	20	36.0	25	3.7
Washington						
West Virginia	2,812	35.0	23	38.7	29	3.7
Wisconsin	3,665	33.6	21	37.8	28	4.2
Wyoming	281	38.4	29	45.1	40	6.7
BIA	879	21.7	8	27.1	13	5.4
Total (Weighted)	182,815	33.4	21	37.1	27	3.7
Number of States Reporting	40					

Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	11,417	32.9	20	37.4	27	4.5
Alaska						
Arizona	3,829	29.3	16	32.8	20	3.5
Arkansas	4,751	33.6	21	40.1	32	6.5
California						
Colorado	1,786	30.2	17	34.6	25	4.4
Connecticut	1,275	31.7	19	37.7	28	6.0
Delaware						
District of Columbia	722	45.8	42	38.4	29	-7.4
Florida	1,421	33.6	21	33.7	22	0.1
Georgia						
Hawaii	432	29.1	16	32.3	20	3.2
Idaho	1,191	32.6	20	36.4	25	3.8
Illinois	1,501	34.9	23	38.4	29	3.5
Indiana	7,937	39.1	30	41.5	34	2.4
Iowa						
Kansas	2,782	33.1	21	39.0	30	5.9
Kentucky	9,006	33.7	22	38.0	28	4.3
Louisiana	5,540	37.4	27	41.7	34	4.3
Maine	1,158	37.9	28	41.6	34	3.7
Maryland	5,081	37.3	27	39.5	30	2.2
Massachusetts	3,386	35.5	24	41.0	33	5.5
Michigan	8,907	33.8	22	36.6	26	2.8
Minnesota						
Mississippi	11,925	34.1	22	37.5	27	3.4
Missouri						
Montana	330	32.4	20	36.4	25	4.0
Nebraska	1,896	36.9	26	41.6	34	4.7
Nevada						
New Hampshire	594	33.9	22	40.9	33	7.0
New Jersey	6,016	35.0	23	40.4	32	5.4
New Mexico	751	28.7	15	31.0	18	2.3
New York	2,235	37.6	27	42.7	36	5.1
North Carolina	11,469	33.9	22	36.9	26	3.0
North Dakota	617	37.3	27	41.1	33	3.8
Ohio	7,439	32.8	20	36.6	26	3.8
Oklahoma	3,989	34.2	22	37.2	27	3.0
Oregon	1,393	33.8	22	37.0	26	3.2
Pennsylvania						
Rhode Island	672	31.8	19	39.5	30	7.7
South Carolina						
South Dakota	1,038	35.3	24	37.4	27	2.1
Tennessee						
Texas	30,332	33.1	21	37.3	27	4.2
Utah	1,459	31.6	19	35.2	24	3.6
Vermont	734	34.3	22	39.2	30	4.9
Virginia	5,092	31.4	18	34.6	23	3.2
Washington						
West Virginia	2,777	34.9	23	37.7	28	2.8
Wisconsin	3,094	33.5	21	37.2	27	3.7
Wyoming	213	36.5	26	44.2	39	7.7
BIA	751	24.8	11	26.2	12	1.4
Total (Weighted)	166,938	33.8	22	37.6	27	3.8
Number of States Reporting	40					

Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	10,757	34.2	22	37.9	28	3.7
Alaska						
Arizona	3,587	30.7	18	34.2	22	3.5
Arkansas	4,149	36.0	25	35.8	25	-0.2
California						
Colorado	1,364	30.5	17	33.5	21	3.0
Connecticut	1,056	34.3	22	37.0	26	2.7
Delaware						
District of Columbia	714	39.1	30	36.2	25	-2.9
Florida	324	36.4	25	37.9	28	1.5
Georgia						
Hawaii	412	30.8	18	32.7	20	1.9
Idaho	1,004	32.9	20	37.4	27	4.5
Illinois	1,032	34.6	23	37.7	28	3.1
Indiana	7,158	37.5	27	40.3	32	2.8
Iowa						
Kansas	2,246	31.6	19	37.4	27	5.8
Kentucky	7,405	34.5	23	35.5	24	1.0
Louisiana	5,402	32.8	20	33.7	22	0.9
Maine	1,117	37.9	28	40.6	32	2.7
Maryland	3,055	35.3	24	40.3	32	5.0
Massachusetts	2,805	36.9	26	39.5	30	2.6
Michigan	6,469	32.4	20	35.5	24	3.1
Minnesota						
Mississippi	12,126	34.7	23	38.0	28	3.3
Missouri						
Montana	305	32.0	19	37.2	27	5.2
Nebraska	1,550	37.6	27	41.1	33	3.5
Nevada						
New Hampshire	465	32.5	20	39.5	30	7.0
New Jersey	6,382	33.6	21	38.1	28	4.5
New Mexico	221	33.1	21	37.0	26	3.9
New York	2,007	38.9	29	41.0	33	2.1
North Carolina	10,922	33.7	22	36.1	25	2.4
North Dakota	512	38.5	29	39.9	31	1.4
Ohio	4,971	33.1	21	36.5	26	3.4
Oklahoma	3,362	32.5	20	39.7	31	7.2
Oregon	1,216	34.3	22	37.4	27	3.1
Pennsylvania						
Rhode Island	622	32.3	20	36.1	25	3.8
South Carolina						
South Dakota	932	34.8	23	37.8	28	3.0
Tennessee						
Texas	28,646	33.5	21	35.4	24	1.9
Utah	926	29.1	16	32.7	20	3.6
Vermont	503	35.0	23	38.3	29	3.3
Virginia	4,444	32.1	19	38.1	28	6.0
Washington						
West Virginia	2,185	35.2	24	36.3	25	1.1
Wisconsin	2,189	32.7	20	37.1	27	4.4
Wyoming	183	37.2	27	42.2	35	5.0
BIA	722	25.4	12	27.6	14	2.2
Total (Weighted)	145,447	33.8	22	36.6	26	2.8
Number of States Reporting	40					

Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	9,021	35.3	24	36.2	25	0.9
Alaska						
Arizona	2,963	30.1	17	33.9	22	3.8
Arkansas	3,813	33.0	21	37.5	27	4.5
California						
Colorado	1,289	30.2	17	32.3	20	2.1
Connecticut	829	32.7	20	36.8	26	4.1
Delaware						
District of Columbia	790	37.5	27	42.0	35	4.5
Florida	249	33.1	21	37.5	27	4.4
Georgia						
Hawaii	305	33.0	21	31.9	19	-1.1
Idaho	688	32.7	20	34.0	22	1.3
Illinois	905	33.7	22	35.9	25	2.2
Indiana	5,257	36.2	25	40.0	31	3.8
Iowa						
Kansas	1,700	33.6	21	37.6	27	4.0
Kentucky	6,353	34.2	22	37.7	28	3.5
Louisiana	2,685	32.6	20	42.1	35	9.5
Maine	820	37.3	27	39.5	30	2.2
Maryland	299	28.7	15	35.7	24	7.0
Massachusetts	2,359	34.9	23	39.3	30	4.4
Michigan	4,126	32.3	20	34.6	23	2.3
Minnesota						
Mississippi	10,346	32.7	20	37.2	27	4.5
Missouri						
Montana	233	33.7	22	37.3	27	3.6
Nebraska	1,197	36.5	26	39.8	31	3.3
Nevada						
New Hampshire	346	34.3	22	41.5	34	7.2
New Jersey	6,118	33.4	21	39.4	30	6.0
New Mexico	319	31.3	18	34.8	23	3.5
New York	2,110	36.9	26	40.6	32	3.7
North Carolina	9,319	32.8	20	36.2	25	3.4
North Dakota	340	36.7	26	39.0	30	2.3
Ohio	3,966	34.0	22	36.6	26	2.6
Oklahoma	2,997	32.2	19	37.5	27	5.3
Oregon	905	33.9	22	36.3	25	2.4
Pennsylvania						
Rhode Island	571	32.8	20	37.1	27	4.3
South Carolina						
South Dakota	641	36.8	26	37.0	26	0.2
Tennessee						
Texas	15,600	31.9	19	34.3	22	2.4
Utah	549	28.8	15	31.8	19	3.0
Vermont	439	34.7	23	37.2	27	2.5
Virginia	2,671	30.4	17	34.5	23	4.1
Washington						
West Virginia	1,590	34.2	22	36.1	25	1.9
Wisconsin	1,343	33.0	21	35.8	25	2.8
Wyoming	127	37.2	27	41.4	34	4.2
BIA	607	24.1	10	27.7	14	3.6
Total (Weighted)	106,785	33.0	21	36.5	26	3.5
Number of States Reporting	40					

Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	3,569	35.1	24	36.0	25	0.9
Alaska						
Arizona	2,746	29.2	16	34.8	23	5.6
Arkansas	2,156	34.1	22	34.2	22	0.1
California						
Colorado	1,210	30.1	17	34.0	22	3.9
Connecticut	518	32.2	19	36.4	25	4.2
Delaware						
District of Columbia	172	41.0	33	42.3	35	1.3
Florida						
Georgia						
Hawaii	251	32.3	20	31.6	19	-0.7
Idaho	536	31.1	18	34.6	23	3.5
Illinois	659	32.4	20	35.4	24	3.0
Indiana	2,880	37.2	27	38.2	28	1.0
Iowa						
Kansas	1,077	33.3	21	38.6	29	5.3
Kentucky	4,780	34.3	22	36.5	26	2.2
Louisiana	727	35.3	24	34.5	23	-0.8
Maine	617	34.4	23	39.0	30	4.6
Maryland	12	41.2	33	45.7	41	4.5
Massachusetts	1,966	35.6	24	37.0	26	1.4
Michigan	2,921	31.8	19	33.9	22	2.1
Minnesota						
Mississippi	5,446	32.4	20	36.3	25	3.9
Missouri						
Montana	195	33.7	22	38.6	29	4.9
Nebraska	380	37.6	27	39.9	31	2.3
Nevada						
New Hampshire	372	34.2	22	40.7	33	6.5
New Jersey	5,801	35.3	24	38.9	29	3.6
New Mexico	247	30.0	17	35.3	24	5.3
New York	1,785	36.9	26	39.0	30	2.1
North Carolina	7,280	33.7	22	36.1	25	2.4
North Dakota	180	34.2	22	36.6	26	2.4
Ohio	473	30.7	18	38.0	28	7.3
Oklahoma	1,912	33.7	22	38.1	28	4.4
Oregon	687	33.0	21	36.6	26	3.6
Pennsylvania						
Rhode Island	948	34.6	23	34.8	23	0.2
South Carolina						
South Dakota	430	32.7	20	35.8	25	3.1
Tennessee						
Texas	10,995	32.4	20	34.7	23	2.3
Utah	687	29.0	15	34.3	22	5.3
Vermont	357	33.9	22	39.7	31	5.8
Virginia	1,416	31.2	18	35.3	24	4.1
Washington						
West Virginia	770	34.6	23	37.2	27	2.6
Wisconsin	720	33.9	22	37.6	27	3.7
Wyoming	66	31.8	19	39.4	30	7.6
BIA	401	26.5	13	29.3	16	2.8
Total (Weighted)	68,345	33.2	21	35.9	25	2.7
Number of States Reporting	39					

Table D.4 (contd.)

1989–90 Chapter 1
Annual Reading
Advanced Skills		Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	3,005	34.5	23	39.7	31	5.2
Alaska						
Arizona	2,079	31.9	19	34.2	22	2.3
Arkansas	1,932	33.3	21	37.2	27	3.9
California						
Colorado	840	30.4	17	34.3	22	3.9
Connecticut	432	30.3	17	34.7	23	4.4
Delaware						
District of Columbia	205	35.9	25	34.8	23	-1.1
Florida						
Georgia						
Hawaii	277	32.9	20	30.8	18	-2.1
Idaho	349	32.5	20	36.0	25	3.5
Illinois	465	33.9	22	36.1	25	2.2
Indiana	2,414	35.8	25	37.8	28	2.0
Iowa						
Kansas	829	34.9	23	37.0	26	2.1
Kentucky	4,078	35.0	23	38.9	29	3.9
Louisiana	440	31.0	18	39.2	30	8.2
Maine	408	35.6	24	37.4	27	1.8
Maryland	11	32.7	20	45.5	41	12.8
Massachusetts	1,577	32.3	20	35.1	24	2.8
Michigan	2,309	32.4	20	34.3	22	1.9
Minnesota						
Mississippi	4,665	32.6	20	36.9	26	4.3
Missouri						
Montana	142	34.2	22	37.8	28	3.6
Nebraska	346	37.2	27	40.7	33	3.5
Nevada						
New Hampshire	307	32.3	20	39.3	30	7.0
New Jersey	5,372	34.4	23	37.8	28	3.4
New Mexico	217	30.7	18	33.8	22	3.1
New York	1,802	37.3	27	36.5	26	-0.8
North Carolina	6,613	34.6	23	36.2	25	1.6
North Dakota	87	34.8	23	36.7	26	1.9
Ohio	378	30.6	17	36.3	25	5.7
Oklahoma	1,890	32.2	19	37.0	26	4.8
Oregon	521	32.0	19	34.8	23	2.8
Pennsylvania						
Rhode Island	855	32.1	19	35.8	25	3.7
South Carolina						
South Dakota	280	33.1	21	36.4	25	3.3
Tennessee						
Texas	9,586	32.6	20	34.1	22	1.5
Utah	477	26.4	13	34.7	23	8.3
Vermont	319	31.9	19	35.9	25	4.0
Virginia	607	31.2	18	34.3	22	3.1
Washington						
West Virginia	529	37.0	26	39.5	30	2.5
Wisconsin	703	33.1	21	35.3	24	2.2
Wyoming	55	34.9	23	38.2	28	3.3
BIA	358	27.8	14	30.4	17	2.6
Total (Weighted)	57,759	33.1	21	36.0	25	2.9
Number of States Reporting	39					

Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	810	36.7	26	39.6	31	2.9
Alaska						
Arizona	1,185	29.9	17	31.5	19	1.6
Arkansas	462	33.2	21	38.0	28	4.8
California						
Colorado	301	29.5	16	32.9	20	3.4
Connecticut	576	28.5	15	31.7	19	3.2
Delaware						
District of Columbia	396	35.1	24	33.2	21	-1.9
Florida						
Georgia						
Hawaii						
Idaho	265	30.1	17	36.3	25	6.2
Illinois	157	38.3	29	39.9	31	1.6
Indiana	1,136	35.7	24	35.8	25	0.1
Iowa						
Kansas	334	32.4	20	32.4	20	0.0
Kentucky	1,638	33.6	21	35.3	24	1.7
Louisiana	13	29.3	16	30.6	17	1.3
Maine	43	34.5	23	38.2	28	3.7
Maryland						
Massachusetts	852	30.4	17	35.9	25	5.5
Michigan	957	33.3	21	33.0	21	-0.3
Minnesota						
Mississippi	1,876	30.0	17	36.1	25	6.1
Missouri						
Montana	122	34.2	22	36.7	26	2.5
Nebraska	193	37.8	28	41.6	34	3.8
Nevada						
New Hampshire	94	31.2	18	37.8	28	6.6
New Jersey	2,879	34.7	23	40.1	32	5.4
New Mexico	137	27.6	14	32.8	20	5.2
New York	314	38.7	29	43.7	38	5.0
North Carolina	1,957	32.5	20	36.2	25	3.7
North Dakota	54	33.0	21	34.5	23	1.5
Ohio	55	30.9	18	37.9	28	7.0
Oklahoma	480	32.8	20	44.0	38	11.2
Oregon	288	23.3	10	37.3	27	14.0
Pennsylvania						
Rhode Island	327	31.8	19	37.7	28	5.9
South Carolina						
South Dakota	37	34.4	23	34.0	22	-0.4
Tennessee						
Texas	4,115	30.8	18	31.9	19	1.1
Utah	71	27.9	14	34.0	22	6.1
Vermont	160	30.0	17	34.1	22	4.1
Virginia	58	27.4	14	31.7	19	4.3
Washington						
West Virginia	34	32.9	20	32.9	20	0.0
Wisconsin	207	33.8	22	35.8	25	2.0
Wyoming	41	32.2	19	34.9	23	2.7
BIA	247	28.7	15	24.1	10	-4.6
Total (Weighted)	22,871	32.1	19	35.3	24	3.2
Number of States Reporting	37					

Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	423	34.3	22	38.6	29	4.3
Alaska						
Arizona	567	27.8	14	30.9	18	3.1
Arkansas	166	31.9	19	29.0	15	-2.9
California						
Colorado	198	27.9	14	31.7	19	3.8
Connecticut	333	28.0	14	30.5	17	2.5
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	143	32.0	19	36.2	25	4.2
Illinois	165	35.9	25	35.4	24	-0.5
Indiana	325	31.3	18	31.8	19	0.5
Iowa						
Kansas	210	29.0	15	29.6	16	0.6
Kentucky	617	32.6	20	35.8	25	3.2
Louisiana						
Maine	23	27.8	14	32.8	20	5.0
Maryland						
Massachusetts	601	30.0	17	34.9	23	4.9
Michigan	232	32.8	20	35.3	24	2.5
Minnesota						
Mississippi	654	31.4	18	34.7	23	3.3
Missouri						
Montana	97	33.8	22	34.9	23	1.1
Nebraska	76	35.5	24	40.7	33	5.2
Nevada						
New Hampshire	87	29.8	16	40.3	32	10.5
New Jersey	524	28.9	15	30.7	18	1.8
New Mexico	26	32.4	20	38.4	29	6.0
New York	128	37.4	27	38.8	29	1.4
North Carolina	742	32.2	19	34.5	23	2.3
North Dakota	14	35.6	24	33.3	21	-2.3
Ohio	42	33.0	21	44.9	40	11.9
Oklahoma	141	30.7	18	34.0	22	3.3
Oregon	87	30.2	17	29.7	16	-0.5
Pennsylvania						
Rhode Island	130	25.7	12	33.0	21	7.3
South Carolina						
South Dakota	12	23.4	10	26.7	13	3.3
Tennessee						
Texas	1,913	31.0	18	32.0	19	1.0
Utah	56	31.6	19	34.4	23	2.8
Vermont	45	29.1	16	32.3	20	3.2
Virginia	17	25.4	12	46.8	44	21.4
Washington						
West Virginia	10	34.0	22	37.7	28	3.7
Wisconsin	185	35.2	24	37.0	26	1.8
Wyoming	27	29.1	16	39.9	31	10.8
BIA	158	26.3	13	27.1	13	0.8
Total (Weighted)	9,174	30.9	18	33.3	21	2.4
Number of States Reporting	35					

Table D.4 (contd.)

1989–90 Chapter 1
Annual Reading
Advanced Skills Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	381	38.8	29	34.8	23	-4.0
Alaska						
Arizona	380	25.4	12	28.6	15	3.2
Arkansas	176	27.1	13	28.7	15	1.6
California						
Colorado	125	27.3	14	30.8	18	3.5
Connecticut	132	24.8	11	28.0	14	3.2
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	144	37.9	28	38.9	29	1.0
Illinois						
Indiana	90	29.5	16	30.3	17	0.8
Iowa						
Kansas	92	28.8	15	30.3	17	1.5
Kentucky	218	33.1	21	31.5	19	-1.6
Louisiana						
Maine	17	43.4	37	43.4	37	0.0
Maryland						
Massachusetts	362	28.6	15	28.8	15	0.2
Michigan	104	32.1	19	34.5	23	2.4
Minnesota						
Mississippi	317	31.5	19	32.8	20	1.3
Missouri						
Montana	114	33.0	21	34.1	22	1.1
Nebraska	69	36.7	26	39.9	31	3.2
Nevada						
New Hampshire	38	26.9	13	37.3	27	10.4
New Jersey	554	28.6	15	32.6	20	4.0
New Mexico	17	33.0	21	32.9	20	-0.1
New York	45	39.4	30	40.4	32	1.0
North Carolina	301	33.5	21	35.1	24	1.6
North Dakota	21	28.3	15	30.0	17	1.7
Ohio	19	43.5	37	50.2	50	6.7
Oklahoma	160	35.2	24	39.3	30	4.1
Oregon	61	23.7	10	25.9	12	2.2
Pennsylvania						
Rhode Island	126	28.8	15	33.6	21	4.8
South Carolina						
South Dakota	12	34.5	23	41.4	34	6.9
Tennessee						
Texas	1,872	31.8	19	33.0	21	1.2
Utah	39	20.1	7	19.7	7	-0.4
Vermont	18	33.6	21	38.1	28	4.5
Virginia	7	36.1	25	47.0	44	10.9
Washington						
West Virginia	10	47.5	45	48.8	47	1.3
Wisconsin	130	30.4	17	34.9	23	4.5
Wyoming	20	31.7	19	37.9	28	6.2
BIA	125	24.5	11	25.0	11	0.5
Total (Weighted)	6,296	31.0	18	32.5	20	1.5
Number of States Reporting	34					

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Table D.4 (contd.)

1989-90 Chapter 1
Annual Reading
Advanced Skills Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	81	31.5	19	29.2	16	-2.3
Alaska						
Arizona	319	24.8	11	29.0	15	4.2
Arkansas	132	25.6	12	25.9	12	0.3
California						
Colorado	66	25.7	12	24.7	11	-1.0
Connecticut	51	15.0	4	22.7	9	7.7
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	52	28.9	15	39.9	31	11.0
Illinois	11	27.0	13	37.8	28	10.8
Indiana	57	33.4	21	30.4	17	-3.0
Iowa						
Kansas	6	18.5	6	24.3	11	5.8
Kentucky	157	26.7	13	30.7	18	4.0
Louisiana						
Maine	13	45.3	41	45.2	41	-0.1
Maryland						
Massachusetts	285	27.5	14	31.8	19	4.3
Michigan	63	29.2	16	34.1	22	4.9
Minnesota						
Mississippi	96	28.3	15	30.9	18	2.6
Missouri						
Montana	61	36.7	26	43.1	37	6.4
Nebraska	36	33.0	21	38.0	28	5.0
Nevada						
New Hampshire	25	29.1	16	34.5	23	5.4
New Jersey	266	30.1	17	32.6	20	2.5
New Mexico	15	30.3	17	23.6	10	-6.7
New York						
North Carolina	79	28.9	15	34.4	23	5.5
North Dakota	12	37.4	27	38.5	29	1.1
Ohio	3	29.3	16	51.3	52	22.0
Oklahoma	83	24.8	11	31.9	19	7.1
Oregon	36	17.4	6	26.6	13	9.2
Pennsylvania						
Rhode Island	100	23.6	10	30.9	18	7.3
South Carolina						
South Dakota	6	34.1	22	33.3	21	-0.8
Tennessee						
Texas	644	34.1	22	33.4	21	-0.7
Utah	13	23.5	10	23.8	10	0.3
Vermont	6	24.1	10	32.0	19	7.9
Virginia	18	36.2	25	38.8	29	2.6
Washington						
West Virginia	13	31.5	19	33.1	21	1.6
Wisconsin	56	35.3	24	38.5	29	3.2
Wyoming	12	31.2	18	42.4	35	11.2
BIA	69	25.5	12	25.9	12	0.4
Total (Weighted)	2,942	29.0	15	31.7	19	2.7
Number of States Reporting	34					

Table D.5

Advanced Skills Math Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State — 1989–90

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	6,039	34.6	23	39.2	30	4.6
Alaska						
Arizona	1,280	30.0	17	36.2	25	6.2
Arkansas	2,772	35.7	24	41.4	34	5.7
California						
Colorado	301	32.2	19	39.0	30	6.8
Connecticut	579	28.2	15	45.5	41	17.3
Delaware						
District of Columbia						
Florida	654	32.9	20	36.0	25	3.1
Georgia	5,563	35.3	24	39.8	31	4.5
Hawaii	98	10.9	3	19.6	7	8.7
Idaho	512	33.4	21	41.8	34	8.4
Illinois	264	37.7	28	44.7	40	7.0
Indiana	1,982	40.0	31	47.9	46	7.9
Iowa	35	45.8	42	47.0	44	1.2
Kansas	826	33.3	21	42.7	36	9.4
Kentucky	1,700	42.8	36	42.3	35	-0.5
Louisiana	4,053	35.1	24	38.6	29	3.5
Maine	480	39.9	31	43.7	38	3.8
Maryland	5,477	35.9	25	39.2	30	3.3
Massachusetts	1,800	36.3	25	46.6	43	10.3
Michigan	4,755	34.9	23	40.2	32	5.3
Minnesota						
Mississippi	2,830	31.4	18	37.7	28	6.3
Missouri	36	50.4	50	52.4	54	2.0
Montana	211	33.6	21	39.0	30	5.4
Nebraska	984	36.7	26	43.1	37	6.4
Nevada						
New Hampshire	309	31.5	19	45.0	40	13.5
New Jersey	6,244	39.3	30	49.0	48	9.7
New Mexico	179	34.3	22	36.6	26	2.3
New York	1,375	34.3	22	45.3	41	11.0
North Carolina	324	27.2	14	37.1	27	9.9
North Dakota	168	34.9	23	39.3	30	4.4
Ohio	1,166	31.8	19	41.5	34	9.7
Oklahoma	1,657	31.6	19	42.4	35	10.8
Oregon	284	35.2	24	43.3	37	8.1
Pennsylvania						
Rhode Island	184	28.9	15	41.1	33	12.2
South Carolina						
South Dakota	793	39.1	30	40.9	33	1.8
Tennessee						
Texas	8,460	36.6	26	41.6	34	5.0
Utah	552	33.3	21	35.1	24	1.8
Vermont	375	34.5	23	41.7	34	7.2
Virginia	3,358	36.5	26	42.7	36	6.2
Washington						
West Virginia	1,428	42.6	36	42.8	36	0.2
Wisconsin	936	36.0	25	42.1	35	6.1
Wyoming	36	37.9	28	43.6	38	5.7
Bureau of Indian Affairs	588	26.6	13	29.0	15	2.4
Total (Weighted)	71,647	35.7	24	41.5	34	5.8
Number of States Reporting	44					

Table D.5 (contd.)

1989-90 Chapter 1
Annual Math
Advanced Skills Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	5,645	32.2	19	36.7	26	4.5
Alaska						
Arizona	1,853	32.4	20	30.8	18	-1.6
Arkansas	3,094	35.9	25	39.1	30	3.2
California						
Colorado	488	32.6	20	35.9	25	3.3
Connecticut	752	33.4	21	40.1	32	6.7
Delaware						
District of Columbia	744	46.9	44	47.2	44	0.3
Florida	827	38.5	29	42.7	36	4.2
Georgia	8,155	32.8	20	34.5	23	1.7
Hawaii	222	28.5	15	29.9	17	1.4
Idaho	629	32.7	20	35.6	24	2.9
Illinois	451	37.4	27	41.0	33	3.6
Indiana	2,568	38.2	28	45.0	40	6.8
Iowa	87	40.2	32	43.0	37	2.8
Kansas	1,197	34.0	22	37.7	28	3.7
Kentucky	1,983	40.4	32	36.2	25	-4.2
Louisiana	4,561	32.1	19	37.4	27	5.3
Maine	641	40.4	32	44.5	39	4.1
Maryland	4,656	33.6	21	39.6	31	6.0
Massachusetts	1,873	39.3	30	44.1	39	4.8
Michigan	5,563	35.5	24	38.2	28	2.7
Minnesota						
Mississippi	8,761	32.7	20	37.4	27	4.7
Missouri	29	43.2	37	49.2	48	6.0
Montana	266	30.0	17	38.0	28	8.0
Nebraska	1,136	37.0	26	43.6	38	6.6
Nevada						
New Hampshire	302	34.3	22	44.7	40	10.4
New Jersey	7,634	38.8	29	50.1	50	11.3
New Mexico	212	30.9	18	37.4	27	6.5
New York	2,322	36.2	25	43.1	37	6.9
North Carolina	792	29.6	16	38.8	29	9.2
North Dakota	233	37.0	26	39.4	30	2.4
Ohio	1,677	29.9	17	40.4	32	10.5
Oklahoma	2,075	34.4	23	36.9	26	2.5
Oregon	254	36.5	26	40.6	32	4.1
Pennsylvania						
Rhode Island	290	35.2	24	42.5	36	7.3
South Carolina						
South Dakota	927	35.5	24	39.9	31	4.4
Tennessee						
Texas	11,279	35.7	24	38.3	29	2.6
Utah	601	30.6	17	35.3	24	4.7
Vermont	470	30.7	18	39.1	30	8.4
Virginia	3,050	31.6	19	35.1	24	3.5
Washington						
West Virginia	1,650	36.8	26	37.1	27	0.3
Wisconsin	1,693	34.5	23	37.2	27	2.7
Wyoming	89	35.8	25	42.8	36	7.0
Bureau of Indian Affairs	684	23.1	10	28.0	14	4.9
Total (Weighted)	92,415	34.7	23	39.1	30	4.4
Number of States Reporting	45					

Table D.5 (contd.)

1989-90 Chapter 1
Annual Math
Advanced Skills Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	6,611	34.9	23	38.4	29	3.5
Alaska						
Arizona	2,736	28.3	15	32.6	20	4.3
Arkansas	3,146	34.8	23	41.3	34	6.5
California						
Colorado	434	30.1	17	36.5	26	6.4
Connecticut	910	35.3	24	41.9	35	6.6
Delaware						
District of Columbia	717	50.2	50	42.7	36	-7.5
Florida	1,391	34.9	23	37.7	28	2.8
Georgia	8,545	31.2	18	36.3	25	5.1
Hawaii	147	25.7	12	28.3	15	2.6
Idaho	947	32.5	20	37.6	27	5.1
Illinois	589	36.4	25	41.2	33	4.8
Indiana	3,724	37.9	28	41.8	34	3.9
Iowa	108	40.2	32	44.7	40	4.5
Kansas	1,465	33.2	21	39.0	30	5.8
Kentucky	2,509	35.7	24	39.9	31	4.2
Louisiana	3,501	33.7	22	38.5	29	4.8
Maine	667	38.9	29	42.6	36	3.7
Maryland	3,658	36.9	26	40.8	33	3.9
Massachusetts	2,014	38.4	29	44.6	39	6.2
Michigan	5,369	33.3	21	37.2	27	3.9
Minnesota						
Mississippi	10,074	33.8	22	37.3	27	3.5
Missouri	32	39.1	30	41.5	34	2.4
Montana	323	32.6	20	39.3	30	6.7
Nebraska	1,144	38.6	29	44.1	39	5.5
Nevada						
New Hampshire	333	36.8	26	44.2	39	7.4
New Jersey	7,113	39.2	30	44.6	39	5.4
New Mexico	349	29.4	16	36.8	26	7.4
New York	2,235	37.6	27	42.7	36	5.1
North Carolina	2,260	33.1	21	39.5	30	6.4
North Dakota	242	38.5	29	42.0	35	3.5
Ohio	2,886	30.7	18	37.5	27	6.8
Oklahoma	2,460	35.3	24	39.5	30	4.2
Oregon	375	42.6	36	46.7	43	4.1
Pennsylvania						
Rhode Island	325	34.6	23	41.8	34	7.2
South Carolina						
South Dakota	937	35.7	24	39.2	30	3.5
Tennessee						
Texas	12,498	33.3	21	38.2	28	4.9
Utah	788	33.3	21	37.1	27	3.8
Vermont	417	35.0	23	37.8	28	2.8
Virginia	3,212	31.8	19	36.8	26	5.0
Washington						
West Virginia	2,270	33.5	21	40.4	32	6.9
Wisconsin	1,685	32.5	20	36.0	25	3.5
Wyoming	81	38.3	29	41.4	34	3.1
Bureau of Indian Affairs	553	26.1	12	26.1	12	0.0
Total (Weighted)	101,780	34.4	23	39.0	30	4.6
Number of States Reporting	45					

Table D.5 (contd.)

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Annual Math
Advanced Skills Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	6,577	36.8	26	39.1	30	2.3
Alaska						
Arizona	2,378	30.5	17	34.2	22	3.7
Arkansas	2,999	35.7	24	36.1	25	0.4
California						
Colorado	483	29.7	16	33.6	21	3.9
Connecticut	704	35.7	24	40.5	32	4.8
Delaware						
District of Columbia	705	43.8	38	40.6	32	-3.2
Florida	1,125	35.7	24	36.0	25	0.3
Georgia	9,190	30.8	18	34.2	22	3.4
Hawaii	121	24.4	11	28.2	15	3.8
Idaho	860	32.5	20	36.4	25	3.9
Illinois	563	35.5	24	38.3	29	2.8
Indiana	4,231	37.4	27	41.2	33	3.8
Iowa	53	42.8	36	48.0	46	5.2
Kansas	1,056	31.5	19	39.0	30	7.5
Kentucky	2,314	37.3	27	36.3	25	-1.0
Louisiana	3,413	32.8	20	37.3	27	4.5
Maine	672	37.7	28	40.2	32	2.5
Maryland	2,358	38.1	28	41.2	33	3.1
Massachusetts	1,657	38.8	29	41.5	34	2.7
Michigan	4,699	32.5	20	36.7	26	4.2
Minnesota						
Mississippi	10,510	33.2	21	36.3	25	3.1
Missouri	32	35.7	24	39.1	30	3.4
Montana	310	31.1	18	38.0	28	6.9
Nebraska	923	37.7	28	44.5	39	6.8
Nevada						
New Hampshire	273	35.1	24	42.0	35	6.9
New Jersey	7,857	37.6	27	43.9	38	6.3
New Mexico	269	31.9	19	35.9	25	4.0
New York	2,007	38.9	29	41.0	33	2.1
North Carolina	2,735	33.7	22	37.3	27	3.6
North Dakota	258	37.2	27	40.6	32	3.4
Ohio	2,699	32.8	20	37.2	27	4.4
Oklahoma	1,921	31.5	19	37.6	27	6.1
Oregon	404	34.4	23	38.7	29	4.3
Pennsylvania						
Rhode Island	273	36.3	25	39.2	30	2.9
South Carolina						
South Dakota	825	35.9	25	36.5	26	0.6
Tennessee						
Texas	12,304	33.7	22	36.5	26	2.8
Utah	570	29.0	15	31.6	19	2.6
Vermont	409	34.4	23	35.9	25	1.5
Virginia	2,721	34.4	23	39.0	30	4.6
Washington						
West Virginia	1,839	37.1	27	39.9	31	2.8
Wisconsin	1,302	32.1	19	36.3	25	4.2
Wyoming	103	38.1	28	43.3	37	5.2
Bureau of Indian Affairs	543	27.6	14	27.7	14	0.1
Total (Weighted)	97,245	34.4	23	37.8	28	3.4
Number of States Reporting	45					

Table D.5 (contd.)

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Annual Math
Advanced Skills Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest Percentile	Posttest NCE	Gain NCE
Alabama	5,091	36.0	25	36.9	11	0.9
Alaska						
Arizona	1,931	32.4	20	35.0	7	2.6
Arkansas	2,760	32.4	20	38.1	7	5.7
California						
Colorado	380	31.1	18	34.9	6	3.8
Connecticut	620	33.6	21	39.1	8	5.5
Delaware						
District of Columbia	785	42.6	36	44.3	25	1.7
Florida	768	34.8	23	34.9	10	0.1
Georgia	7,574	30.8	18	33.3	6	2.5
Hawaii	132	21.3	8	27.9	2	6.6
Idaho	726	32.2	19	34.6	7	2.4
Illinois	421	37.5	27	40.1	13	2.6
Indiana	3,255	35.6	24	41.9	10	6.3
Iowa	61	37.8	28	46.1	14	8.3
Kansas	808	32.7	20	36.6	7	3.9
Kentucky	1,909	35.4	24	37.0	10	1.6
Louisiana	1,749	33.3	21	40.3	8	7.0
Maine	585	37.7	28	40.6	14	2.9
Maryland	189	32.5	20	38.7	7	6.2
Massachusetts	1,459	37.9	28	43.0	14	5.1
Michigan	3,399	32.1	19	34.6	7	2.5
Minnesota						
Mississippi	9,839	33.4	21	38.0	8	4.6
Missouri	23	33.5	21	39.0	8	5.5
Montana	252	33.5	21	39.6	8	6.1
Nebraska	680	37.5	27	43.0	13	5.5
Nevada						
New Hampshire	248	34.8	23	43.4	10	8.6
New Jersey	7,817	38.9	29	46.2	15	7.3
New Mexico	321	30.1	17	34.2	5	4.1
New York	2,110	36.9	26	40.6	12	3.7
North Carolina	3,400	32.7	20	36.6	7	3.9
North Dakota	215	36.4	25	41.0	11	4.6
Ohio	1,891	31.0	18	39.2	6	8.2
Oklahoma	2,114	31.4	18	35.3	6	3.9
Oregon	347	34.8	23	38.6	10	3.8
Pennsylvania						
Rhode Island	232	34.5	23	42.6	10	8.1
South Carolina						
South Dakota	687	34.9	23	39.6	10	4.7
Tennessee						
Texas	7,152	32.7	20	35.1	7	2.4
Utah	411	30.3	17	31.3	5	1.0
Vermont	371	34.6	23	36.7	10	2.1
Virginia	1,521	32.8	20	35.9	7	3.1
Washington						
West Virginia	1,359	36.2	25	37.2	11	1.0
Wisconsin	908	33.1	21	35.2	8	2.1
Wyoming	117	36.5	26	43.7	12	7.2
Bureau of Indian Affairs	404	26.0	12	28.5	3	2.5
Total (Weighted)	77,021	34.0	22	38.0	28	4.0
Number of States Reporting	45					

Table D.5 (contd.)

1989–90 Chapter 1
Annual Math
Advanced Skills Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,124	34.9	23	36.8	26	1.9
Alaska						
Arizona	1,464	31.0	18	33.7	22	2.7
Arkansas	1,325	36.9	26	39.7	31	2.8
California						
Colorado	268	30.7	18	34.7	23	4.0
Connecticut	336	31.4	18	34.7	23	3.3
Delaware						
District of Columbia	169	44.1	39	46.5	43	2.4
Florida						
Georgia	5,881	30.0	17	34.6	23	4.6
Hawaii						
Idaho	584	32.1	19	34.4	23	2.3
Illinois	423	33.2	21	36.7	26	3.5
Indiana	1,750	36.8	26	37.6	27	0.8
Iowa	15	40.3	32	40.0	31	-0.3
Kansas	728	32.8	20	39.7	31	6.9
Kentucky	1,462	35.5	24	35.8	25	0.3
Louisiana	166	33.1	21	36.4	25	3.3
Maine	449	35.7	24	40.3	32	4.6
Maryland	13	37.4	27	54.0	57	16.6
Massachusetts	1,081	38.5	29	39.5	30	1.0
Michigan	2,396	32.0	19	34.7	23	2.7
Minnesota						
Mississippi	6,807	32.6	20	36.2	25	3.6
Missouri	8	36.3	25	37.8	28	1.5
Montana	241	35.5	24	41.9	35	6.4
Nebraska	213	36.3	25	40.5	32	4.2
Nevada						
New Hampshire	161	34.2	22	39.9	31	5.7
New Jersey	6,393	40.6	32	43.5	37	2.9
New Mexico	189	30.7	18	33.7	22	3.0
New York	1,785	36.9	26	39.0	30	2.1
North Carolina	2,474	32.2	19	36.1	25	3.9
North Dakota	163	37.8	28	37.8	28	0.0
Ohio	296	30.9	18	39.9	31	9.0
Oklahoma	1,565	30.5	17	35.4	24	4.9
Oregon	190	32.0	19	35.4	24	3.4
Pennsylvania						
Rhode Island	100	27.4	14	29.2	16	1.8
South Carolina						
South Dakota	391	34.9	23	37.2	27	2.3
Tennessee						
Texas	4,271	33.0	21	36.7	26	3.7
Utah	528	31.1	18	30.0	17	-1.1
Vermont	236	33.4	21	37.4	27	4.0
Virginia	633	31.2	18	35.6	24	4.4
Washington						
West Virginia	393	32.7	20	38.2	28	5.5
Wisconsin	659	32.1	19	36.2	25	4.1
Wyoming	50	39.5	30	42.1	35	2.6
Bureau of Indian Affairs	352	26.3	13	27.3	14	1.0
Total (Weighted)	48,732	34.0	22	37.2	27	3.2
Number of States Reporting	43					

Table D.5 (contd.)

1989-90 Chapter 1
Annual Math
Advanced Skills		Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,123	38.4	29	38.9	29	0.5
Alaska						
Arizona	1,172	32.8	20	36.5	26	3.7
Arkansas	1,309	36.5	26	38.3	29	1.8
California						
Colorado	206	32.6	20	35.3	24	2.7
Connecticut	312	33.3	21	35.4	24	2.1
Delaware						
District of Columbia	205	42.0	35	40.3	32	-1.7
Florida						
Georgia	4,872	29.8	16	33.5	21	3.7
Hawaii						
Idaho	427	33.9	22	37.3	27	3.4
Illinois	294	33.4	21	38.9	29	5.5
Indiana	1,623	36.2	25	38.4	29	2.2
Iowa	14	51.5	52	31.6	19	-19.9
Kansas	498	34.4	23	39.1	30	4.7
Kentucky	1,439	36.0	25	38.2	28	2.2
Louisiana	121	33.2	21	43.9	38	10.7
Maine	419	31.4	18	36.2	25	4.8
Maryland	8	39.3	30	42.6	36	3.3
Massachusetts	893	37.0	26	37.9	28	0.9
Michigan	2,166	32.8	20	34.8	23	2.0
Minnesota						
Mississippi	5,879	33.0	21	35.2	24	2.2
Missouri	7	23.3	10	31.4	18	8.1
Montana	215	35.4	24	39.7	31	4.3
Nebraska	206	37.7	28	41.6	34	3.9
Nevada						
New Hampshire	117	33.7	22	40.2	32	6.5
New Jersey	6,988	39.3	30	43.6	38	4.3
New Mexico	167	34.6	23	36.5	26	1.9
New York	1,802	37.3	27	36.5	26	-0.8
North Carolina	2,575	32.3	20	34.7	23	2.4
North Dakota	63	34.8	23	35.9	25	1.1
Ohio	162	32.7	20	38.7	29	6.0
Oklahoma	1,369	33.1	21	34.5	23	1.4
Oregon	87	29.5	16	32.9	20	3.4
Pennsylvania						
Rhode Island	138	22.1	9	25.9	12	3.8
South Carolina						
South Dakota	248	37.5	27	38.7	29	1.2
Tennessee						
Texas	3,629	33.8	22	34.8	23	1.0
Utah	389	28.4	15	31.7	19	3.3
Vermont	176	33.8	22	35.0	23	1.2
Virginia	243	28.1	14	29.2	16	1.1
Washington						
West Virginia	263	34.3	22	37.8	28	3.5
Wisconsin	603	29.0	15	32.2	19	3.2
Wyoming	47	38.1	28	36.1	25	-2.0
Bureau of Indian Affairs	370	27.7	14	28.9	15	1.2
Total (Weighted)	43,844	34.4	23	37.0	26	2.6
Number of States Reporting	43					

Table D.5 (contd.)

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Annual Math
Advanced Skills Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	303	38.2	28	39.3	30	1.1
Alaska						
Arizona	743	29.1	16	33.3	21	4.2
Arkansas	403	35.8	25	38.7	29	2.9
California						
Colorado	76	22.7	9	29.2	16	6.5
Connecticut	357	29.5	16	35.5	24	6.0
Delaware						
District of Columbia	391	41.0	33	36.7	26	-4.3
Florida						
Georgia	1,193	27.8	14	33.7	22	5.9
Hawaii						
Idaho	102	27.4	14	30.6	17	3.2
Illinois	105	38.0	28	40.2	32	2.2
Indiana	321	37.0	26	35.7	24	-1.3
Iowa						
Kansas	248	35.9	25	34.7	23	-1.2
Kentucky	265	34.8	23	35.3	24	0.5
Louisiana	35	28.3	15	27.0	13	-1.3
Maine	36	31.8	19	39.4	30	7.6
Maryland						
Massachusetts	303	26.0	12	34.5	23	8.5
Michigan	581	32.4	20	30.3	17	-2.1
Minnesota						
Mississippi	1,572	31.2	18	33.5	21	2.3
Missouri						
Montana	132	32.4	20	36.9	26	4.5
Nebraska	156	37.1	27	43.4	37	6.3
Nevada						
New Hampshire	27	21.9	9	31.7	19	9.8
New Jersey	3,135	39.2	30	42.5	36	3.3
New Mexico	24	38.7	29	45.5	41	6.8
New York	314	38.7	29	43.7	38	5.0
North Carolina	935	32.0	19	34.7	23	2.7
North Dakota	30	36.0	25	40.2	32	4.2
Ohio	5	32.2	19	37.6	27	5.4
Oklahoma	19	27.6	14	36.1	25	8.5
Oregon	24	40.2	32	38.9	29	-1.3
Pennsylvania						
Rhode Island	18	18.3	6	21.4	8	3.1
South Carolina						
South Dakota	44	40.3	32	34.7	23	-5.6
Tennessee						
Texas	2,605	33.2	21	35.0	23	1.8
Utah	65	25.9	12	32.3	20	6.4
Vermont	75	34.8	23	39.7	31	4.9
Virginia						
Washington						
West Virginia	17	22.1	9	23.4	10	1.3
Wisconsin	366	28.9	15	30.7	18	1.8
Wyoming	27	41.0	33	43.8	38	2.8
Bureau of Indian Affairs	186	28.0	14	29.2	16	1.2
Total (Weighted)	15,238	33.7	22	36.4	25	2.7
Number of States Reporting	39					

Table D.5 (contd.)

1989-90 Chapter 1
Annual Math
Advanced Skills Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	86	32.5	20	30.4	17	-2.1
Alaska						
Arizona	349	31.1	18	32.3	20	1.2
Arkansas	147	31.1	18	31.1	18	0.0
California						
Colorado	31	24.2	11	29.2	16	5.0
Connecticut	40	29.6	16	36.2	25	6.6
Delaware						
District of Columbia						
Florida						
Georgia	111	26.2	12	30.2	17	4.0
Hawaii						
Idaho	46	32.0	19	36.3	25	4.3
Illinois	11	37.7	28	34.0	22	-3.7
Indiana	60	36.3	25	36.4	25	0.1
Iowa						
Kansas	183	31.8	19	30.7	18	-1.1
Kentucky	85	34.4	23	36.6	26	2.2
Louisiana						
Maine	17	22.1	9	31.8	19	9.7
Maryland						
Massachusetts	147	29.2	16	33.4	21	4.2
Michigan	154	31.8	19	36.0	25	4.2
Minnesota						
Mississippi	851	28.4	15	27.4	14	-1.0
Missouri						
Montana	90	36.2	25	42.1	35	5.9
Nebraska	131	42.4	35	50.4	50	8.0
Nevada						
New Hampshire	7	45.7	41	49.1	48	3.4
New Jersey	1,027	33.5	21	37.8	28	4.3
New Mexico	65	31.9	19	44.0	38	12.1
New York	128	37.4	27	38.8	29	1.4
North Carolina	120	32.6	20	38.0	28	5.4
North Dakota						
Ohio	16	40.7	33	45.6	41	4.9
Oklahoma	9	34.9	23	38.0	28	3.1
Oregon	10	33.4	21	35.3	24	1.9
Pennsylvania						
Rhode Island						
South Carolina						
South Dakota						
Tennessee						
Texas	1,018	33.4	21	35.3	24	1.9
Utah	39	22.0	9	34.1	22	12.1
Vermont	20	35.1	24	43.5	37	8.4
Virginia						
Washington						
West Virginia	2	27.0	13	31.0	18	4.0
Wisconsin	125	31.1	18	36.4	25	5.3
Wyoming	13	33.1	21	38.4	29	5.3
Bureau of Indian Affairs	174	27.5	14	30.5	17	3.0
Total (Weighted)	5,312	32.0	19	34.5	23	2.5
Number of States Reporting	34					

Table D.5 (contd.)

1989-90 Chapter 1
Annual Math
Advanced Skills Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	34	29.7	16	28.0	14	-1.7
Alaska						
Arizona	215	24.8	11	26.6	13	1.8
Arkansas	67	5.8	1	8.7	2	2.9
California						
Colorado	15	27.8	14	26.0	12	-1.8
Connecticut	10	29.1	16	38.4	29	9.3
Delaware						
District of Columbia						
Florida						
Georgia	65	25.3	12	31.2	18	5.9
Hawaii						
Idaho	17	29.9	17	28.6	15	-1.3
Illinois						
Indiana	13	32.7	20	28.7	15	-4.0
Iowa						
Kansas	81	32.5	20	35.1	24	2.6
Kentucky	19	29.0	15	35.0	23	6.0
Louisiana						
Maine	10	32.0	19	38.0	28	6.0
Maryland						
Massachusetts	69	31.0	18	35.2	24	4.2
Michigan	68	33.7	22	34.2	22	0.5
Minnesota						
Mississippi	385	31.4	18	32.7	20	1.3
Missouri						
Montana	41	32.9	20	37.8	28	4.9
Nebraska	110	45.6	41	49.7	49	4.1
Nevada						
New Hampshire	4	31.8	19	35.0	23	3.2
New Jersey	792	31.8	19	34.4	23	2.6
New Mexico	22	31.3	18	35.3	24	4.0
New York	45	39.4	30	40.4	32	1.0
North Carolina	51	37.6	27	37.1	27	-0.5
North Dakota	1	29.0	15	38.0	28	9.0
Ohio	8	57.0	63	69.0	81	12.0
Oklahoma						
Oregon	13	27.3	14	28.6	15	1.3
Pennsylvania						
Rhode Island						
South Carolina						
South Dakota	1	44.1	39	47.9	46	3.8
Tennessee						
Texas	1,044	36.9	26	38.6	29	1.7
Utah	15	5.1	1	4.1	1	-1.0
Vermont	7	40.0	31	47.0	44	7.0
Virginia						
Washington						
West Virginia	3	24.0	10	33.7	22	9.7
Wisconsin	45	35.9	25	43.9	38	8.0
Wyoming						
Bureau of Indian Affairs	174	25.6	12	29.5	16	3.9
Total (Weighted)	3,444	32.5	20	34.8	23	2.3
Number of States Reporting	33					

Table D.5 (contd.)

1989-90 Chapter 1
Annual Math
Advanced Skills Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	5	22.6	9	35.5	24	12.9
Alaska						
Arizona	163	27.3	14	29.1	16	1.8
Arkansas	32	0.0		5.2	1	5.2
California						
Colorado	7	31.8	19	27.6	14	-4.2
Connecticut	1	20.0	7	27.0	13	7.0
Delaware						
District of Columbia						
Florida						
Georgia	3	17.0	5	22.0	9	5.0
Hawaii						
Idaho	6	31.2	18	32.1	19	0.9
Illinois						
Indiana	1	43.0	37	47.0	44	4.0
Iowa						
Kansas	2	35.0	23	30.0	17	-5.0
Kentucky	4	29.0	15	29.0	15	0.0
Louisiana						
Maine	10	28.0	14	31.0	18	3.0
Maryland						
Massachusetts	29	29.4	16	30.8	18	1.4
Michigan	43	28.6	15	29.6	16	1.0
Minnesota						
Mississippi	64	30.2	17	31.6	19	1.4
Missouri						
Montana	13	34.0	22	35.6	24	1.6
Nebraska	71	47.2	44	50.2	50	3.0
Nevada						
New Hampshire						
New Jersey	233	32.2	19	37.0	26	4.8
New Mexico	13	26.2	12	33.1	21	6.9
New York						
North Carolina	7	26.7	13	39.1	30	12.4
North Dakota						
Ohio	4	29.0	15	43.5	37	14.5
Oklahoma	3	31.6	19	32.8	20	1.2
Oregon						
Pennsylvania						
Rhode Island						
South Carolina						
South Dakota	1	40.2	32	48.4	47	8.2
Tennessee						
Texas	365	39.4	30	38.3	29	-1.1
Utah						
Vermont	3	17.6	6	25.0	11	7.4
Virginia						
Washington						
West Virginia	12	44.3	39	37.1	27	-7.2
Wisconsin	19	36.5	26	38.4	29	1.9
Wyoming						
Bureau of Indian Affairs	65	25.4	12	31.2	18	5.8
Total (Weighted)	1,179	33.0	21	35.0	23	2.0
Number of States Reporting	29					

Table D.6

Number of Chapter 1 Participants Receiving Reading and Mathematics Services, and Number of Chapter 1 Participants Tested, by Subject Area and by Grade -- 1989-90

Grade	Number Receiving Reading[a/]	Weighted Number Tested for Reading[b/]	Percent	Number Receiving Mathematics[a/]	Weighted Number Tested for Mathematics[b/]	Percent
2	494,644	286,957	58	299,725	135,886	45
3	468,413	309,900	66	296,679	168,731	57
4	418,291	283,436	68	266,377	176,682	66
5	370,328	245,393	66	236,712	163,685	69
6	292,260	191,565	66	191,643	132,270	69
7	212,453	121,280	57	148,737	82,362	55
8	180,611	103,739	57	128,780	74,329	58
9	132,206	50,102	38	101,015	32,750	32
10	86,436	26,559	31	62,263	15,896	26
11	58,427	16,170	28	43,318	9,039	21
12	40,455	7,246	18	30,716	3,647	12
Overall	2,754,524	1,642,347	60	1,805,965	995,277	55

[a/] The following steps were performed to calculate the numbers in these columns: (1) the distribution of participants by grade was calculated for each State; (2) the numbers of participants receiving reading and receiving mathematics services were multiplied by the percentages from step 1 for each grade and for each State; (3) the numbers of participants in pre-K, kindergarten, and first grade, and ungraded participants were subtracted from the totals in step 2; and (4) the national totals for the number receiving reading and the number receiving mathematics services were calculated by adding the figures by grade for each State.

[b/] Data for annual test cycle. Data for basic skills test only with the exception of two States which only submitted advanced skills testing data. For those States, their advanced skills data was used for the purpose of this calculation.

APPENDIX E

NATIONAL ACHIEVEMENT INFORMATION FOR 1989-90 AND 1979-80 TO 1989-90 EXPRESSED IN NORMAL CURVE EQUIVALENTS

This appendix provides achievement information expressed in normal curve equivalents (NCEs) for 1989-90 as well as for the eleven-year period 1979-80 to 1989-90 in the following order:

- Table E.1 -- basic skills reading achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1989-90;
- Table E.2 -- basic skills mathematics achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1989-90;
- Table E.3 -- basic skills other language arts achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1989-90;
- Table E.4 -- advanced skills reading achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1989-90;
- Table E.5 -- advanced skills mathematics achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1989-90;
- Table E.6 -- reading achievement NCE gain scores for Chapter 1 students tested on an annual cycle -- 1979-89 to 1989-90; and
- Table E.7 -- mathematics achievement NCE gain scores for Chapter 1 students tested on an annual cycle -- 1979-89 to 1989-90.

Table E.1

Basic Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	285,727	46	33.1	37.0	3.9
3	308,540	46	32.4	35.7	3.3
4	282,270	46	33.0	36.4	3.4
5	244,478	46	33.2	35.7	2.5
6	190,821	46	32.7	35.7	3.0
7	120,672	46	32.1	34.9	2.8
8	103,143	46	32.1	34.5	2.4
9	49,942	44	30.7	33.5	2.8
10	26,514	42	30.6	32.8	2.2
11	16,152	41	30.2	32.7	2.5
12	7,240	42	29.0	31.2	2.2
Grades 2-12 for the 46 States that reported data	1,635,499		32.6	35.7	3.1

Table E.2

Basic Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	135,413	46	35.7	42.7	7.0
3	168,039	46	35.3	39.8	4.5
4	176,118	46	34.7	40.1	5.4
5	163,155	46	35.3	39.3	4.0
6	131,767	46	35.5	39.8	4.3
7	82,126	46	34.9	37.9	3.0
8	74,153	46	35.1	37.6	2.5
9	32,675	43	33.1	36.2	3.1
10	15,876	40	32.8	35.7	2.9
11	9,032	39	33.5	35.8	2.3
12	3,644	38	34.7	37.4	2.7
Grades 2-12 for the 46 States that reported data	991,998		35.1	39.6	4.5

Table E.3

Basic Skills Other Language Arts Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	17,358	29	31.7	36.6	4.9
3	21,087	30	30.9	37.2	6.3
4	22,509	30	32.4	35.6	3.2
5	20,739	29	31.7	35.5	3.8
6	18,185	28	32.3	37.2	4.9
7	18,245	30	34.0	38.0	4.0
8	17,305	29	34.1	37.4	3.3
9	9,663	27	34.2	38.4	4.2
10	5,172	25	32.9	35.0	2.1
11	3,422	25	31.5	35.1	3.6
12	1,565	23	31.4	34.1	2.7
Grades 2-12 for the 30 States that reported data	155,250		32.5	36.7	4.2

Table E.4

Advanced Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	172,262	39	33.8	38.8	5.0
3	182,815	40	33.4	37.1	3.7
4	166,938	40	33.8	37.6	3.8
5	145,447	40	33.8	36.6	2.8
6	106,785	40	33.0	36.5	3.5
7	68,345	39	33.2	35.9	2.7
8	57,759	39	33.1	36.0	2.9
9	22,871	37	32.1	35.3	3.2
10	9,174	35	30.9	33.3	2.4
11	6,296	34	31.0	32.5	1.5
12	2,942	34	29.0	31.7	2.7
Grades 2-12 for the 40 States that reported data	941,634		33.4	37.1	3.7

Table E.5

Advanced Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1989-90

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	71,647	44	35.7	41.5	5.8
3	92,415	45	34.7	39.1	4.4
4	101,780	45	34.4	39.0	4.6
5	97,245	45	34.4	37.8	3.4
6	77,021	45	34.0	38.0	4.0
7	48,732	43	34.0	37.2	3.2
8	43,844	43	34.4	37.0	2.6
9	15,238	39	33.7	36.4	2.7
10	5,312	34	32.0	34.5	2.5
11	3,444	33	32.5	34.8	2.3
12	1,179	29	33.0	35.0	2.0
Grades 2-12 for the 45 States that reported data	557,857		34.5	38.5	4.0

Table E.6

Reading Achievement NCE Gain Scores for Chapter 1 Students
Tested on an Annual Cycle -- 1979-89 to 1989-90

Grade	NCE Gain Score										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	1.0	1.3	1.2	0.9	1.0	1.5	1.1	2.8	2.8	3.4	3.9
3	2.4	3.2	2.2	2.8	3.0	2.6	2.8	3.3	3.3	3.0	3.3
4	1.9	3.1	2.7	2.6	2.9	3.5	3.1	3.5	3.5	3.3	3.4
5	2.3	3.2	3.3	3.2	3.1	3.8	3.1	2.5	2.6	2.6	2.5
6	3.2	4.0	3.4	3.4	3.2	3.5	3.5	3.1	3.2	2.8	3.0
7	1.9	2.1	2.4	2.2	2.5	4.0	2.6	2.5	2.5	2.6	2.8
8	2.2	3.0	3.1	3.1	2.4	2.5	2.6	2.1	2.6	2.0	2.4
9	1.9	2.2	2.4	2.7	1.6	1.5	2.4	1.4	2.2	2.2	2.8
10	-0.6	1.4	0.8	1.5	1.1	1.5	1.3	1.0	1.1	1.9	2.2
11	-2.0	2.4	0.5	-0.6	0.3	1.7	1.8	1.8	1.6	2.0	2.5
12	1.5	0.3	1.7	-0.3	0.3	0.0	-0.3	1.5	0.0	0.8	2.2

Table E.7

Mathematics Achievement NCE Gain Scores for Chapter 1 Students
Tested on an Annual Cycle -- 1979-89 to 1989-90

Grade	NCE Gain Score										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
2	1.2	2.6	3.3	1.7	3.2	4.0	5.2	6.0	6.7	6.5	7.0
3	0.5	2.1	3.3	2.4	3.2	2.5	3.6	4.2	4.1	3.9	4.5
4	1.8	3.3	2.7	2.7	3.1	3.3	3.9	4.7	5.0	4.7	5.4
5	2.5	2.7	3.7	4.5	4.4	4.3	5.3	4.1	4.3	4.2	4.0
6	3.9	4.7	4.3	4.9	4.0	3.5	4.0	4.0	4.5	3.9	4.3
7	2.2	1.8	3.0	4.4	3.5	4.0	3.7	3.0	2.6	2.5	3.0
8	2.9	3.1	3.3	3.6	3.1	2.8	2.4	2.5	2.8	2.2	2.5
9	0.9	0.8	1.3	2.2	0.7	0.7	1.3	2.7	2.8	2.3	3.1
10	-1.0	0.7	0.3	1.4	0.5	1.4	1.9	1.9	2.4	2.5	2.9
11	0.8	1.3	0.5	0.8	1.1	2.3	2.2	2.1	1.9	1.8	2.3
12	1.2	-0.1	0.7	0.3	1.9	1.9	1.1	2.4	-0.4	0.8	2.7

APPENDIX F

PERCENTILE RANKS AND NORMAL CURVE EQUIVALENTS

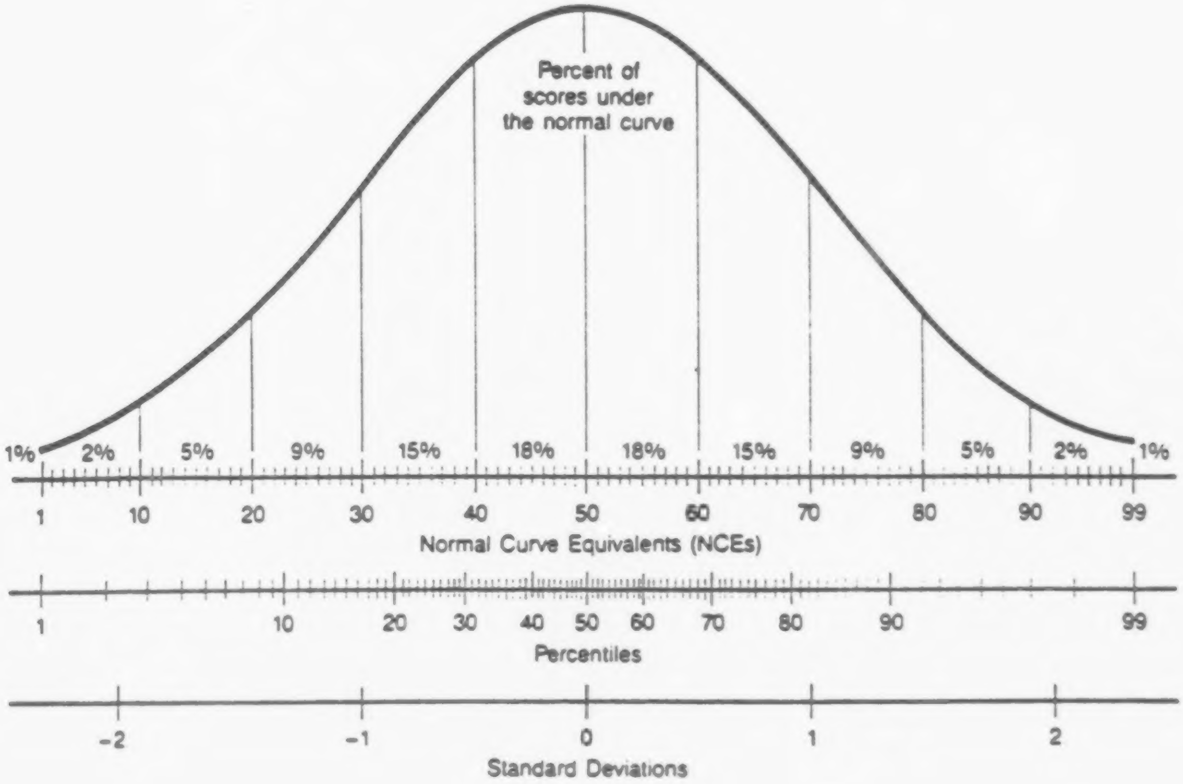
The achievement information in the body of the text is presented in percentile ranks. Percentile ranks indicate the percentage of students nationwide that obtained scores lower than that particular achievement level. A percentile rank of 50, for example, indicates the achievement level which 50 percent of all students scored below. Percentile ranks must be interpreted cautiously because they are not based on an equal-interval scale. This means that a child who increases achievement by 10 percentile points, from 45 to 55 for example, has not learned the same amount as a child who increases from 85 to 95. Percentile ranks cannot, therefore, be used for averaging student achievement gains since each point of gain does not represent the same amount of learning.

Another measure, which is derived from percentile rankings, the Normal Curve Equivalent (NCE), is an equal-interval scale. Therefore, any identical increase represents the same amount of increase, whether the increase came between 45 and 55 NCEs or between 85 and 95 NCEs.

Figure F.1 is a graphic depiction of the relationship between NCEs and percentile ranks.

Figure F.1

Relationship of NCEs and Percentiles



* U.S. G.P.O.:1993-339-497:80020